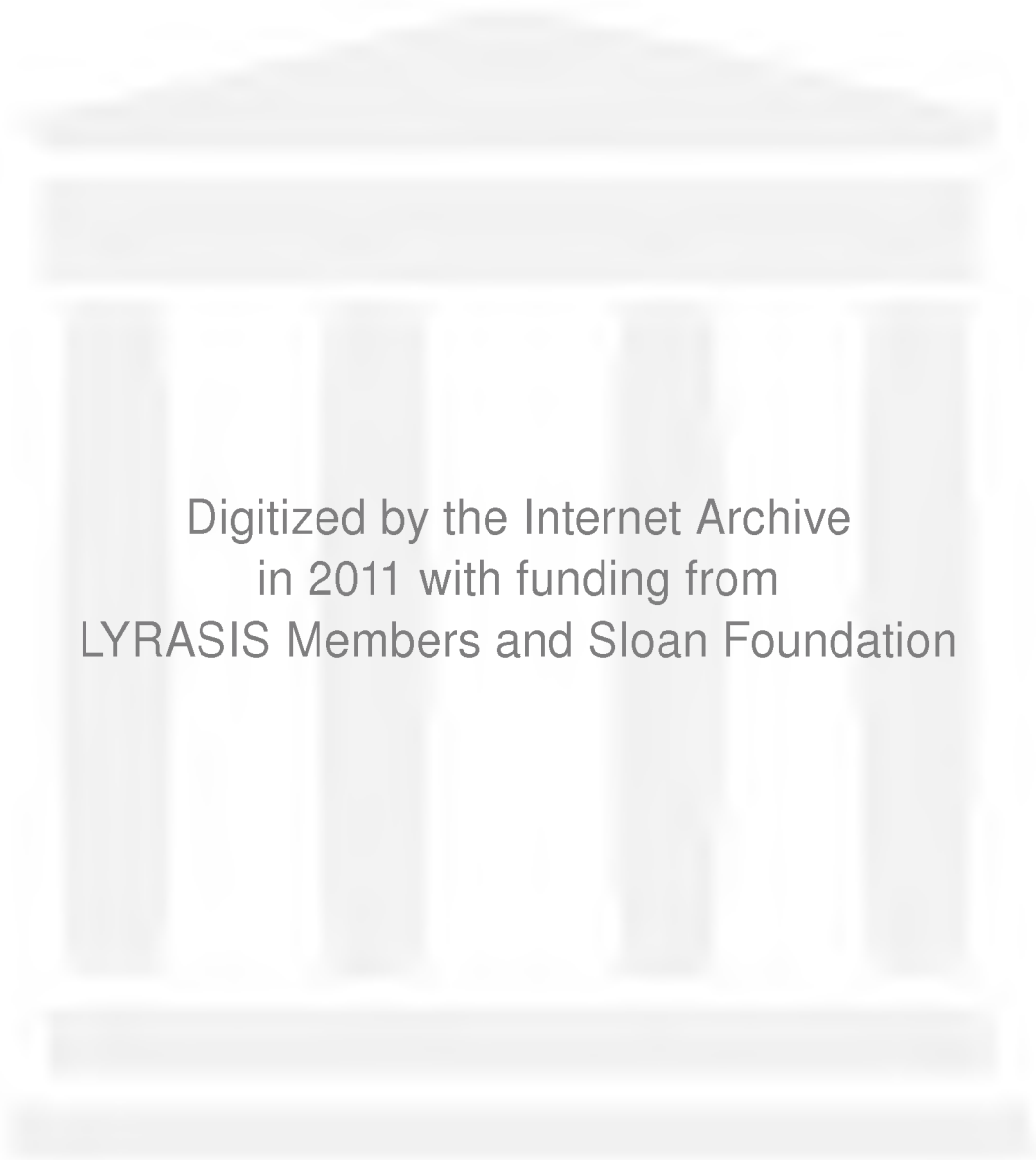
HARPETH HALL SCHOOL

WINTERIM Course Catalog

1995-1999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The Harpeth Hall School

winterim

1995

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The Harpeth Hall School

Mission Statement

Harpeth Hall, an independent college preparatory school for young women, offers a traditional curriculum designed to challenge each student to her highest intellectual and creative abilities. The school's program strives to develop in each young woman the skills, self-esteem, and confidence for having a successful college experience and for meeting the challenges of the future. Harpeth Hall is committed to a single-gender environment wherein each student can be equipped, nourished, and motivated to meet her greatest potential for learning as well as for living.

Goals

1) To develop within each student the motivation necessar for productive study and a commitment to learning as a lifelong endeavor

2) To provide a strong liberal arts education that will foste the student's awareness and realization of her academic potential and prepare her for a college of her choice

3) To provide exceptional teachers who demonstrate expertise within their individual fields, an ability to communicate the knowledge effectively, and a concern for the personal and academic growth of each student

4) To develop in each student a healthy self-image along with an understanding of how she can best relate to other within her school and community

5) To create an atmosphere in which social responsibility and the search for ethical values are encouraged

6) To build upon the advantages of education in a single-gender setting which empowers young women to meet their potential

7) To achieve a higher level of cultural and economic diversity in our faculty and student body in order to reflect our increasingly multicultural society

8) To provide a rich fine arts program that offers opportunities for intellectual growth and creative expression through the visual and performing arts

9) To provide a diverse physical education program and an athletic program that teach skills, self-discipline, and sportsmanship through a variety of individual and team activities

Winterim ~
The Philosophy And Experience

The Harpeth Hall Winterim program makes a unique contribution to our students' experience. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learnings are not limited to the classroom and laboratory or to traditional offerings in our eight period day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.

The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in non-traditional areas. Finally, it provides faculty unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

Each girls' Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a non-traditional schedule, and opportunities to learn beyond the campus, in Nashville. Juniors and seniors will design their programs of work/study or academic travel from among well-established offerings. Independent study plans are encouraged as a stimulating offering for them. All students will be expected to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Therefore, you are provided this book in mid-August. Please begin the conversation now in your family and soon with faculty advisors and expect to complete your arrangements in October.

Leah S. Rhys

Leah S. Rhys ~ Head of School
August, 1994

Standards

During Winterim '95 the school will continue to expect the same conduct both on and off campus which is expected of Harpeth Hall girls during the school year.

Dress

The school dress code will be enforced on campus. Girls who are participating in work/study programs or off-campus independent study will be expected to dress appropriately as determined by their situation. Those on academic travel programs will receive specific guidelines for dress considered appropriate and acceptable for the particular trip or locale.

Girls participating in art programs which may present a hazard to clothing may wear non-regulation clothes within the confines of the work area. When, however, they change classes, attend assemblies, go to lunch, etc., they must be in uniform.

Attendance

Students participating in on-campus programs will attend all assemblies and classes. The policy for absences during Winterim is the same as it is during the school year. An absence the day before or the day after a holiday counts as a double absence. The two categories of absences and the procedures that accompany each are as follows:

1) Excused absences

a. *Sickness or injury to the student* — Parents should call the school before 8:30 a.m. on the morning of the sickness or injury.
b. *Family emergencies involving illness, injury, or death* — Parents should call the school before 8:30 a.m. on the day of the emergency.
c. *Special family celebrations such as weddings, graduations, and bat mitzvahs* — a note from the parents is needed for these absences. An absence form completed by the student is also required.
d. *Religious holidays* — a note from the parents is needed for these absences. An absence form completed by the student is also required.

2) Unexcused absences

An unexcused absence occurs when a student misses all or part of the day without the knowledge of both parents and the school. An automatic suspension will result.

There is an absence form in the upper school office that must be completed before the day of an absence. The form must be signed by Mrs. Baughman, taken by the student to her teachers, and given to Miss Reed. This form takes at least 24 hours to process and must be returned to the office before the student leaves for the absence.

Absences and extracurricular participation

Any student who misses school on a given day is not allowed to participate in a school function scheduled for that day.

Students participating in off-campus programs will be present for the duration of their daily schedule. Two unexcused absences for any portion or all of the student's daily schedule will result in a failing grade. **Parents should notify the school and the student's community sponsor by 9:15 if the student will be absent. Schools may close for snow days, but businesses may not.** If a student's community sponsor is open for work, the student is expected to be present. **Normally, inclement weather does not provide an excused absence.**

Freshman/Sophomore Program Requirements

Freshman/sophomore program requirements

Every student is required to earn one-half Winterim credit each year she is a Harpeth Hall student. Freshmen and sophomores may earn this credit by successfully completing the requirements of the on-campus program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grade, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio which will be given to her at the end of her senior year.

Freshmen and sophomores will concentrate in four areas over a two year period: humanities, math/science, arts, and health/life/community. Each year a student will take three concentrations. Over a two year period, a student will fulfill six concentrations in four different areas, repeating a concentration in two areas. In addition, the option to do a service concentration one of the two years is available, which will require two time blocks. Therefore, a student who chooses the service concentration will fulfill five concentrations over two years.

The daily schedule is

Block I	7:55-9:45 a.m.
Block II	10:00-11:45 a.m
Lunch	11:50 a.m.-12:30 p.m.
Block III	12:35-2:20 p.m.
Assembly	2:25-3:15 p.m. (Monday-Thursday)

The grading system for the on-campus program will be a pass/fail system. Each student will be required to submit work from her program to be included in her Winterim portfolio. The pass/fail system will follow these guidelines:

HP (High Pass)	Exceptional
P (Pass)	Good
LP (Low Pass)	Acceptable Minimum
F (Fail)	Fail
NC (No Credit)	No credit given those who are unable to complete the requirements due to illness.

Course Descriptions ~ Concentration In The Arts

Acting and Performance Workshop

Has your movie contract fallen through? Did the Royal Shakespeare Company lose your address? Don't worry, be happy, and sign up for this special acting course! Learn about character development, improvisational work, comic timing, and, best of all, perform for the school at the end of Winterim! Everyone in the class will be cast in the off-beat comedy *Greater Tuna* (it's a town in Texas, not a casserole), so there's nothing to lose. Newcomers to theater are particularly welcome! If you've always wanted to be in a great comedy, but just haven't gotten the chance, your ship just sailed in.

Limit: Maximum 14
Cost: $25.00

African Traditions

Learn about traditional African lifestyles through studying legends, religions, dance and art. There will be research and reading assignments as well as guest speakers and experience in African dance, cooking, and an art project. We also will take a field trip to an African restaurant. Students will be required to do a final project.

Limit: Maximum 20
Cost: $20.00

Amadeus

This is a festival celebrating the music of Mozart, featuring chamber ensemble and solo performing, guest lectures, and lecture-demonstrations. Students will attend daily coachings and rehearsals, weekly lectures on the history, style, and form of Mozart's music, and a final dress rehearsal and performance of the Nashville Symphony. Culminating projects will include concert performance, analysis of musical forms, and preparation of descriptive program notes.

Limit: Maximum 16
Cost: $50.00

Computer Graphics

Most commercial and design work is being done on computers these days. In this course you will gain experience with free-drawing software, learning the ins and outs of a paintbrush software package, similar to those on many Mac or windows-type computers. You will also learn to work with simple CAD software, the kind used in graphics and engineering design.

Limit: Maximum 16
Cost: $25.00

Creative Writing

Writers are not born under a special star; they live lives exactly like yours—the difference is they have learned how to truly look at their experiences and communicate them to others. Take this class and learn to express what is already hidden in the secret recesses of who you are.

Limit: Maximum 20
Cost: $10

Dance-Modern/Jazz

This class involves the exploration and study of both modern and jazz dance techniques. Each class includes a full warm-up, cross-the-floor combinations, and center combinations. Dancers will experience a greater understanding of placement and movement in space. Basic dance experience is encouraged. (Completion of the freshman dance class is adequate preparation.)

Limit: Maximum 25
Attire: Leotard, barefoot tights, kneepads, jazz shoes optional, but advised
Cost: None

ourse Descriptions ~
oncentration In The Arts

xploring Surface Design

Students will explore and create works of art mphasizing unique and exciting surface designs. They will xperiment with various materials including: clay, fabric, aint, and drawing media. Work will take place in the udio with limited outside preparation. A local field trip is lanned to an artist's studio/gallery.

Limit: Maximum 16
Cost: $50.00

rom Stage to Silver Screen
r Who Has the Plate of Sardines?)

Are you interested in live theatre? Do you love to go the movies? Did you know that some of the most opular movies of our time were originally produced for ne stage? In this course we will look at the original stage roductions of such plays as *Steel Magnolias*, *Noises Off*, *hildren of a Lesser God*, and then explore the changes nat occur as they are adapted for film. We will read cripts and view as many movies as is humanly possible in ree weeks! Then we will analyze the plays and films rough both class discussion and written analysis.

You'll be amazed at the changes that occur from stage screen and the liberties filmmakers take! So pack your opcorn and a box of Kleenex and join in this amazing ourney from page to stage to screen!

Limit: Maximum 20
Cost: $20.00

A Funny Thing Happened on the Way to The Globe

Shakespearean comedy derives much of its power from classical models: Plautus is clearly a definite influence. In this two-hour block, the first section of this class will be devoted to classical Roman comedy. This will be followed with scenes from Shakespeare's plays (and perhaps one or two full plays). The latter portion of each session will be spent discussing how Shakespeare translates the Roman comic element into Elizabethan terms. Frequently, contemporary films (such as comedies by Woody Allen and Neil Simon, for example), will show the progression of ideas from Rome through Shakespeare to the present day.

Limit: Maximum 20
Cost: $15.00

Guitar and Theory

Always wanted to play along with your favorite records? This course will provide not only specific guitar-playing skills, but also the music theory needed to transpose songs into good singing keys. We will make side trips to music business establishments. Songwriting skills will be included for those who are interested in penning their own ballads. (Student must have guitar.)

Limit: Maximum 10
Cost: $25.00

History of Jazz

What do US3, Digable Planets, Sting, and Jay Leno all have in common? They all are involved with jazz musicians. In this course you will learn that jazz does not mean "Kenny G", but rather denotes a uniquely American art form with roots in the ragtime and blues. In this course we will listen to and read about particular artists, as well as write three brief essays. Be prepared to listen and learn about a rich and complex form of music that is still alive and growing.

Limit: Maximum 16
Cost: $10.00

Course Descriptions ~ Concentration In The Arts

Improv at 110%

Come lose your inhibitions, expand your creative forces, and eliminate unnecessary fears! This participatory class begins with creative movement and exercises to stretch the imagination through improvisations. This will lead to some unbelievable comedy matches that rely on your newly acquired improv techniques. You'll need some comfortable clothing, a wild imagination, and a great sense of humor!!

Limit: Maximum 20
Cost: $10.00

Introduction to Modern Art

If you have ever stared at a work of modern art and thought to yourself, "I just don't get it," you are not alone. During the last one hundred years, the old criteria of what a work of art ought to be have been discarded one by one in favor of a dynamic approach in which everything becomes possible. This has meant that modern art has often baffled and disturbed its audience, but it has also meant that our century has produced art unprecedented in its diversity of individual styles. This course provides an overview of developments in the visual arts since the end of the 19th century. The focus will be on painting, but we also will look at the sculpture, photography, architecture, and design of the modern era. The format will be slide/lecture with an emphasis on class discussion based upon written handouts.

Limit: Maximum 18
Cost: $10.00

Light and Color

Light and color is an introduction to flat panel stained glass construction using the copper foil method. Students will practice transferring patterns, cutting and shaping glass pieces, foiling and soldering while making a small light catcher. All material will be provided for this project. A second, larger project will be required with the opportunity for incorporating an original design. It will be necessary for the student to purchase additional glass and foil for this second project.

Limit: Maximum 10
Cost: $25.00

Portrait Drawing

Through a simple, straightforward approach, this course instructs students in one of the most interesting—and seemingly most difficult—areas of art study: the portrait. Many obstacles are overcome by learning the basic anatomy of the head and face, and through close scrutiny of general facial features. Students will learn these fundamentals through practice and study, and will apply that knowledge in a series of drawing exercises which become gradually more challenging. The culminating project will be a self-portrait.

Limit: Maximum 14
Cost: $15.00

Techie 2000

If you love theatre and want to learn what goes into building a set and running a show, then this is the class for you! You will learn how to use power tools, swing a hammer, drill, paint, build a flat, dutchman, leg a platform, etc. This class will help build the set for the Middle School production and will help run the show. This is an opportunity to help stage manage a show, run a spotlight or even run the light board. So whether you are an actress or techie, this participatory class will give you a chance to get "hands-on" experience in many or all of these areas. CAUTION: If you are willing to work hard and get dirty, this class is for you!

Limit: Maximum 20
Cost: $25.00

Course Descriptions ~ Concentration In The Arts

Ticket to Paradise

This course deals with the American movie-going experience. Young audiences familiar only with the shopping mall multiplex will be astonished to learn about the fantastic movie "palaces" of earlier generations. With their extravagant lobbies, uniformed ushers and sparkling clean floors, these theatres—as much as the films they showed—eased their way into our collective national consciousness. So, too, did the small-town theatres, whose single screens provided a cultural lifeline in the days before television. We'll trace the early history of American cinema, with emphasis not only on fabulous theatres but on the stars themselves, those glamorous, larger-than-life icons of a more innocent era. We'll see silent films, cartoons, serials, newsreels, previews of coming attractions and features. Students will have occasional written assignments and a test concluding our exploration of that phenomenon of fantasy: the motion picture.

Limit: Maximum 25
Cost: $10.00

Using Natural Designs in Pottery

Clay will be the medium for this study. Students will use designs from nature to form and/or decorate their pieces. A simple design might become the basis for a small sculpture or might be used as a decoration on a pot. Students will learn how to work with clay if they have not already had that experience, as well as how to look for designs in the world around them.

Limit: Maximum 12
Cost: $25.00

World Cinema

It has been said that many American movies, with huge budgets and lavish special effects, are nothing more than video games with actors. Rarely does that occur in foreign films, which often have a more humane, personal touch. This course will give students an opportunity to sample a broad range of such films made in Latin America, Asia, Europe, and Australia (non-English films will be subtitled, and we will carefully avoid any whispery, pretentious, tedious movies). The subject matter will also vary widely, from romantic comedy to suspense to fantasy. Underlying our cross-cultural study, however, will be the recognition that all human beings share the same basic hopes and fears, and that we are more alike than we sometimes realize. These imaginative and often visually stunning films have characters you'll actually care about. Students should come prepared not only to be entertained, but to think, to compare, to discuss, and to write.

Limit: Maximum 25
Cost: $10.00

Course Descriptions ~ Concentration In The Humanities

African Traditions

Learn about traditional African lifestyles through studying legends, religions, dance and art. There will be research and reading assignments as well as guest speakers and experience in African dance, cooking, and an art project. We also will take a field trip to an African restaurant. Students will be required to do a final project.

Limit: Maximum 20
Cost: $20.00

Amadeus

This is a festival celebrating the music of Mozart, featuring chamber ensemble and solo performing, guest lectures, and lecture-demonstrations. Students will attend daily coachings and rehearsals, weekly lectures on the history, style, and form of Mozart's music, and a final dress rehearsal and performance of the Nashville Symphony. Culminating projects will include concert performance, analysis of musical forms, and preparation of descriptive program notes.

Limit: Maximum 16
Cost: $50.00

America through Advertising

Few things have affected our national identity—for better or worse—as profoundly as advertising. This course will examine the role of advertising in defining our cultur by considering its origins and objectives, its contributions and its negative effects. Special emphasis will be placed o the portrayal of women in advertising, particularly in ads relevant to today's adolescents. Students will view slides, films, and videos and listen to guest experts in the field t provide first-hand information and fuel our class discussions. Written responses to some of the material wil be required, as well as a project/presentation by students working in pairs or small groups. Students should emerge from this course not only better informed, but smarter, wiser consumers, less likely to be manipulated by the occasionally unscrupulous forces of commerce.

Limit: Maximum 25
Cost: $10.00

The American Family

In this film-and-literature-based course, we will look at the changing appearance of the American family from the days when most middle-class mothers stayed home to raise children and most fathers went to work, to the current world of working mothers, single parents, blended families, etc. The course will pose many questions: How real was the 50's-sitcom model of the family? What advantages and disadvantages does today's social climate offer family life? What do you want or expect from the world in which you will raise your family? Course requirements include library research, oral presentations, and a daily journal.

Limit: Maximum 20
Cost: $10.00

Course Descriptions ~ Concentration In The Humanities

As the World Turns

This discussion-oriented class is designed to give you background on recent events in the news. We will want to consider: "what is news?" and "why is the news so bad?" Each student will be expected to read a daily newspaper; a weekly news magazine, and watch local and national news programs. Possible guest lecturers will include members of the local media. Periodic quizzes and class participation will be the basis of evaluation.

Limit: Maximum 20
Cost: $10.00

Beyond Hate

Inspired by Bill Moyers' PBS documentary of the same name, this course will challenge us all to reflect seriously upon the nature, genesis and manifestations of hate, racism, and intolerance. Is hate an integral part of the imperfection of the human spirit? Why and under what circumstances does it manifest itself? What is to be learned from the unspeakable atrocities of the past—and the present? Where and why are hate and racism to be found in our world? What can we do? To stimulate serious personal reflection on these complex and emotionally charged issues, students will view portions of the Moyers video and other appropriate video clips, read various selected passages, participate in a panel discussion, and keep a personal journal. A final project will be required. (If scheduling and logistics allow, we will take a day trip to the Civil Rights Museum in Memphis.)

Limit: Maximum 25
Cost: $20.00

Controversy 101: The Public Debate

Because the news media touch only the surface of many controversial issues, and because reasonable people can have informed and passionate opinions which differ; this course will provide an in-depth examination of such potentially polarizing topics as date-rape and sexual harassment, physician-assisted suicide, genetic engineering, drug legalization, homelessness, surrogate motherhood, environmentalism, etc. The course will involve library research in teams, oral reports, film and documentary viewing, class discussion, daily reading of periodical articles, and a journal of personal responses to the issues under discussion.

Limit: Maximum 25
Cost: $5.00

Course Descriptions ~ Concentration In The Humanities

Creative Writing

Writers are not born under a special star; they live lives exactly like yours—the difference is they have learned how to truly look at their experiences and communicate them to others. Take this class and learn to express what is already hidden in the secret recesses of who you are.

Limit: Maximum 20
Cost: $10.00

Crossing the Border—The Spanish Speaking Immigrant in the United States

This course will address a significant portion of the North American population—the growing number of Spanish-speaking immigrants in the United States and in our own community. Through film, short stories, guest speakers, music, and a field trip to San Antonio, Texas, we will examine the ways in which the Spanish speaker has enriched our culture. Requirements for this course include reading short stories and a final project investigating a Spanish-American theme.

Limit: Maximum 20
Cost: $350.00

Did You Know...? (a Harpeth Hall Sampler)

Imagine a course that dealt with time travel on Monday, reggae music on Tuesday, genetic technology on Wednesday, modern poetry on Thursday, life in a medieval village on Friday—and that's just *one* week!. If that sounds appealing, and if you're a curious person who finds the world an endless source of mystery and fascination, this is a course for you. Each day a single subject, similar to those described, will be presented by faculty and/or guests. Students will be expected to participate heavily in class discussions, and possibly in more visible ways, such as coming dressed as flappers on Roaring Twenties Day (the better to sense the euphoria of the period). Teachers from all departments will be involved, as this course truly embodies the spirit of a broad, classical education. A daily journal and final essay will be required from all students who sign on to this odyssey of learning.

Limit: Maximum 20
Cost: $10.00

Europe Today—The Big Picture

What is the real fashion capital of the world? What country manufactures Saab automobiles? Bosnia is part of what former Eastern European country? Come and find out about Europe today! We'll discuss current events, modern art and architecture, famous people, business opportunities, travel, and even sample authentic cuisine. Modern European films and native guest speakers will be part of this experience. Daily reading assignments from various newspapers and magazines in addition to a group cultural project at the end of the course will be required.

Limit: Maximum 20
Cost: $10.00

Course Descriptions ~ Concentration In The Humanities

From Stage to Silver Screen (or Who Has the Plate of Sardines?)

Are you interested in live theatre? Do you love to go to the movies? Did you know that some of the most popular movies of our time were originally produced for the stage? In this course, we will look at the original stage productions of such plays as *Steel Magnolias*, *Noises Off*, *Children of a Lesser God*, and then explore the changes that occur as they are adapted for film. We will read scripts and view as many movies as is humanly possible in three weeks! Then we will analyze the plays and films through both class discussion and written analysis.

You'll be amazed at the changes that occur from stage to screen and the liberties filmmakers take! So pack your popcorn and a box of Kleenex and join in this amazing journey from page to stage to screen!

Limit: Maximum 20
Cost: $20.00

A Funny Thing Happened on the Way to The Globe

Shakespearean comedy derives much of its power from classical models; Plautus is clearly a definite influence. In this two-hour block, the first section of this class will be devoted to classical Roman comedy. This will be followed with scenes from Shakespeare's plays (and perhaps one or two full plays). The latter portion of each session will be spent discussing how Shakespeare translates the Roman comic element into Elizabethan terms. Frequently, contemporary films (such as comedies by Woody Allen and Neil Simon, for example), will show the progression of ideas from Rome through Shakespeare to the present day.

Limit: Maximum 20
Cost: $15.00

Greatest Love Stories of All Time

Heloise and Abelard; Aeneas and Dido; Hepburn and Tracy; Beauty and the Beast. Explore the greatest love stories of all time and dream about your own. In film, literature, and the arts, travel the most intriguing path in the human experience. Read, write, and discuss...passionately.

Limit: Maximum 20
Cost: $5.00

Harlem Renaissance

Harlem, New York, was considered the life blood of the "New Nepio" during the 1920's. Learn about the wonderful contributions African Americans have made to American literature. Explore the philosophies of W.E.B. DuBois' "Talented Tenth" and Booker T. Washington and their impact on writers and poets like Alain Locke, James Weldon Johnson, Zora Neale Hurston, Langston Hughes, and Paul Robeson. Students are responsible for maintaining a book journal and researching a topic of interest. Possible field trips, films, and guest speakers.

Limit: Maximum 16
Cost: $15.00

Course Descriptions ~ Concentration In The Humanities

History of Jazz

What do US3, Digable Planets, Sting, and Jay Leno all have in common? They all are involved with jazz musicians. In this course you will learn that jazz does not mean "Kenny G", but rather denotes a uniquely American art form with roots in the ragtime and blues. In this course we will listen to, and read about particular artists, as well as write three brief essays. Be prepared to listen and learn about a rich and complex form of music that is still alive and growing.

Limit: Maximum 16
Cost: $10.00

Introduction to Modern Art

If you have ever stared at a work of modern art and thought to yourself, "I just don't get it," you are not alone. During the last one hundred years, the old criteria of what a work of art ought to be have been discarded one by one in favor of a dynamic approach in which everything becomes possible. This has meant that modern art has often baffled and disturbed its audience, but it has also meant that our century has produced art unprecedented in its diversity of individual styles. This course provides an overview of developments in the visual arts since the end of the 19th century. The focus will be on painting, but we will also look at the sculpture, photography, architecture, and design of the modern era. The format will be slide/lecture with an emphasis on class discussion based upon written handouts.

Limit: Maximum 18
Cost: $10.00

Italian—Language of Love

The true language of love awaits you. Come learn to speak Italian in addition to learning about culture, history geography, music, and cuisine. We'll watch an award - winning Italian film, listen to Italian rock music, and cook authentic Italian food. We'll learn about politics, economic growth, and admire Italian architecture. Course work includes grammar and geography quizzes and a final test.

Limit: Maximum 16
Cost: $15.00

Journalism: Logos II Winterim Edition

In this workshop course you will write, edit, photograph, and design a Winterim edition of Logos II. You'll learn the basics of interviewing, investigating school issues, and computer layout of graphics; you'll capture the life of the school in words and pictures. We'll put together a functioning newspaper staff with writers, photographers, editors, columnists, and cartoonists, and each student will take an active role in creating an actual newspaper. Field trips will include visits to *The Tennessean/Nashville Banner* and a print shop, but the focus of the course will be creating our own edition of Logos II.

Limit: Maximum 25
Cost: $10.00

Logic and the Evil Twin

The ability to resolve a paradox is at the heart of human intelligence. Beginning with Bertrand Russell's "Barber Paradox," we will explore the impact of logical self-reference on human thought and literature. The course will examine the role of the evil twin and the magic mirro in various works of fiction. Students will read several shor stories and excerpts from Godel and Escher Bach by Douglas Hofstadter. Students will be expected to write about and discuss the reading.

Limit: Maximum 20
Cost: $10.00

Course Descriptions ~ Concentration In The Humanities

Religions of the World

Whatever their own personal beliefs may be, Americans are at least vaguely familiar with the Christian and Jewish religious traditions. Most of us, however, are woefully ignorant of the other faiths which exist in our world. This course will examine the basic teachings of Hinduism, Buddhism, and Islam and will also take a brief look at Taoism, Confucianism, Shinto, and the Sikh religion. The format will be primarily lecture/discussion with occasional films and at least one field trip. Students will be responsible for daily reading assignments.

Limit: Maximum 20
Cost: $15.00

Sci-Fi—Literature and Probability

The year is 3010. The place, a galaxy far, far away. Just how good was George Lucas? Evaluate science fiction in film and literature for its "probable impossibilities" or "possible improbabilities" and create your own Future World.

Limit: Maximum 20
Cost: $5.00

The Sixties

This course will focus on certain aspects of American culture during the turbulent decade of the 1960s. Among the topics will be the Vietnam conflict, the assassinations of John F. Kennedy and Martin Luther King, Jr., the growth of liberation movements (Black, Hispanic, Native American, and female), campus unrest, the emergence of a youth counter-culture, and new developments in art, literature, and music. Films, tapes, and other resources will supplement the lecture/discussion format.

Limit: Maximum 20
Cost: $15.00

Ticket to Paradise

This course deals with the American movie-going experience. Young audiences familiar only with the shopping mall multiplex will be astonished to learn about the fantastic movie "palaces" of earlier generations. With their extravagant lobbies, uniformed ushers and sparkling clean floors, these theatres—as much as the films they showed—eased their way into our collective national consciousness. So, too, did the small-town theatres, whose single screens provided a cultural lifeline in the days before television. We'll trace the early history of American cinema, with emphasis not only on fabulous theatres but on the stars themselves, those glamorous, larger-than-life icons of a more innocent era. We'll see silent films, cartoons, serials, newsreels, previews of coming attractions and features. Students will have occasional written assignments and a test concluding our exploration of that phenomenon of fantasy: the motion picture.

Limit: Maximum 25
Cost: $10.00

This Little Widget Went to Market

As modern American consumers, we take for granted that retail stores will be well stocked with virtually everything we need (or want), from lunch boxes to lip gloss to lawn mowers. But haven't you wondered where all that "stuff" comes from, how it's made, and who makes it? This course will help answer those questions by observing first-hand the way raw materials are transformed into the consumer products we see on the shelves. The class will visit several manufacturing plants as well as smaller, family-run operations. You'll marvel at the ingenious machinery of mass production and appreciate the specialized skills of individual craftsmen. Students will keep a daily journal as they study and contemplate the often-overlooked production side of our material society. Class discussions, group projects and a final paper round out the course.

Limit: Maximum 20
Cost: $20.00

Course Descriptions ~ Concentration In The Humanities

When Bad Things Happen to Good People

A one-year old infant dies of liver failure; two teenagers die tragically in an automobile accident shortly after their graduation; a chartered jet carrying over 200 soldiers of the 101st Airborne Division crashes killing all aboard—millions of Jews, Catholics, Slavs, Gypsies, and others are tortured and killed following the demonic plans of a maniacal dictator.

In the face of such tragedies, the human response is seemingly universal. We all feel shock, disbelief, sadness, and a sense of loss. At the same time, there is something more deeply disturbing about this dark corner of the human experience that leaves us feeling at once vulnerable and outraged, and that ultimately causes each one of us at some moment to wonder "WHY?" This question cuts to the very core of what we believe about ourselves and about our world.

Through selected readings, primarily from Harold Kushner's book *When Bad Things Happen To Good People*, this course will attempt a serious if necessarily brief inquiry into the meaning and manifestations of human suffering; an inquiry as much intended to stimulate thought as to attempt definitive solutions. Guest speakers and a film will supplement the class discussions, during which students will be encouraged to share personal opinions and reflections as well as critical appraisals of the materials studied. Students are required to keep a journal.

Limit: Maximum 20
Cost: $20.00

World Cinema

It has been said that many American movies, with huge budgets and lavish special effects, are nothing more than video games with actors. Rarely does that occur in foreign films, which often have a more humane, personal touch. This course will give students an opportunity to sample a broad range of such films made in Latin America, Asia, Europe, and Australia (non-English films will be subtitled, and we will carefully avoid any whispery, pretentious, tedious movies). The subject matter will also vary widely, from romantic comedy to suspense to fantasy. Underlying our cross-cultural study, however, will be the recognition that all human beings share the same basic hopes and fears, and that we are more alike than we sometimes realize. These imaginative and often visually stunning films have characters you'll actually care about. Students should come prepared not only to be entertained, but to think, to compare, to discuss and to write.

Limit: Maximum 25
Cost: $10.00

Youth in Government

In this course students will explore and discuss current political issues such as welfare and health care reform. Student teams research and prepare a proposal that could be submitted to the Tennessee Youth Legislature in 1995. Schedules permitting, the class will visit the Tennessee General Assembly and other governmental bodies. Possible guest speakers will include local government leaders.

Limit: Maximum 20
Cost: $10.00

Course Descriptions ~ Concentration In Math/Science

Chemistry and Nutrition

What did you eat for lunch? Did you know that you burn calories drinking water? What is the difference between a protein, a carbohydrate, and a fat? In order to find the answers to these questions and to discover the needs of your own body, come spend three weeks with us in the chemistry room.

Limit: Maximum 16
Cost: $5.00

Computer Graphics

Most commercial and design work is being done on computers these days. In this course you will gain experience with free-drawing software, learning the ins and outs of a paintbrush software package, similar to those on many Mac or windows-type computers. You will also learn to work with simple CAD software, the kind used in graphics and engineering design.

Limit: Maximum 16
Cost: $25.00

Energy

We will begin with a brief introduction to the concepts of energy, power, and electric currents. We will then discuss the science and technology of a variety of methods of energy production ranging from conventional oil and coal fired burning to nuclear, wind, hydro, tidal and solar power. Student interest will dictate additional topics to be covered. Possibilities include conservation, energy policy, environmental impact and the historical role of energy. An emphasis will be placed on reading and interpreting scientific energy handouts and publications. A daily journal and final paper will be required.

Limit: Maximum 16
Cost: $10.00

Exploring with the Graphing Calculator

Learn to use your TI-82 or TI-85 and have fun at the same time! You will gain a deeper understanding of mathematics if you can find the results for yourself. This course will let you do just that. In addition, you will learn programming skills for your calculator.

There are a number of Computer Algebra Systems on the market. In this course you will examine one or two of these. Just imagine getting the computer to factor and multiply polynomials for you!

Limit: Maximum 20
Cost: $10.00

Fractals and Chaos

We will begin with the study of fractals: what they are, how they are generated, and how they relate to the natural world. Many natural objects, such as trees, broccoli, and mountains possess the qualities of fractals. Chaos involves the study of Julia sets, the Mandelbrot set, turbulence, and bifurcation diagrams, and it has applications in biology, economics, and medicine. Join the growing number of people fascinated with this fast-developing branch of mathematics! Students will read, write, discuss, and also work on the computer; viewing and exploring beautiful fractal images.

Limit: Maximum 20
Cost: $10.00

Logic and the Evil Twin

The ability to resolve a paradox is at the heart of human intelligence. Beginning with Bertrand Russell's "Barber Paradox," we will explore the impact of logical self-reference on human thought and literature. The course will examine the role of the evil twin and the magic mirror in various works of fiction. Students will read several short stories and excerpts from Godel and Escher Bach by Douglas Hofstadter. Students will be expected to write about and discuss the reading.

Limit: Maximum 20
Cost: $10.00

Course Descriptions ~ Concentration In Math/Science

Money Manager

Imagine you've just graduated from college and you have your first job. In this class, you'll learn about finding a place to live, dealing with credit cards, insurance, banking, and budgeting. You'll find out about food and living expenses, writing checks and keeping a checking account, saving and investing. You'll learn to use Quicken, the country's most popular home financial software. You'll encounter taxes, learn about social security and withholding, and you'll even learn to fill out income tax forms!

Limit: Maximum 16
Cost: $10.00

Sex, Rats, and Death on a Global Scale

This program is aimed at developing in students an understanding of plagues: their cause, spread, and effect throughout history. The course will begin with a sampling of popular literature and movies on plagues, including "The Masque of the Red Death" by Edgar Allen Poe, "The Stand" by Stephen King, and the movie, "The Andromeda Strain." This will be followed by a look at some of the great plagues of history including the Bubonic plague, influenza, smallpox in the new world, and AIDS. Emphasis will be placed on understanding the effect of the plagues on populations and history and a look at misconceptions associated with plagues. Lastly an attempt will be made to understand the cause of plagues including the disease-causing organism, disease vector, and mode of transmission. Activities will include studying disease transmission using basic microbiological techniques and studying death rates as a means of uncovering past evidence of disease.

Limit: Maximum 16
Cost: $10.00

The Twelve Plants That Have Stood Between Humans and Starvation

Throughout the history of the world, there have been twelve plants that have served as the basis for preventing starvation. These plants will be studied in terms of their structure, nutritional value, uses, and place in the history of a people or country. Students will visit local groceries and perhaps restaurants to become familiar with the plants and their many uses. When possible, the plants will be dissected and studied in the laboratory.

Limit: Maximum 16
Cost: $10.00

Weird Science: The Bizarre Universe of Einstein and His Pals

The more we discover about the nature of the universe, the more mysterious and intriguing the picture becomes. This course will examine such strange phenomena as quarks and quasars, black holes and "worm holes," relativity and the Big Bang Theory of the origins of the universe, as well as other more recent discoveries in the world of physics and astronomy. We will also look at the contributions of the past scientists such as Copernicus, Galileo, and Newton. The format will be primarily lecture/discussion, with at least one field trip to a local observatory. It will also include relevant films and presentations by outside speakers. Students will be responsible for daily reading assignments and one group project.

Limit: Maximum 18
Cost: $10.00

Whodunnit—Literature and Logic

Was it the butler? Did it happen in the library with the candlestick? Read mysteries and challenge the powers of deductive reasoning made famous by Sherlock Holmes. After an introduction to formal logic, students will read, research, and write about fictitious and actual murder mysteries. A visit with a working gumshoe will be included.

Limit: Maximum 20
Cost: $10.00

Course Descriptions ~ Concentration In Health/Life/Community

America through Advertising

Few things have affected our national identity—for better or worse—as profoundly as advertising. This course will examine the role of advertising in defining our culture by considering its origins and objectives, its contributions and its negative effects. Special emphasis will be placed on the portrayal of women in advertising, particularly in ads relevant to today's adolescents. Students will view slides, films, and videos and listen to guest experts in the field to provide first-hand information and fuel our class discussions. Written responses to some of the material will be required, as well as a project/presentation by students working in pairs or small groups. Students should emerge from this course not only better informed, but smarter, wiser consumers, less likely to be manipulated by the occasionally unscrupulous forces of commerce.

Limit: Maximum 25
Cost: $10.00

The American Family

In this film-and-literature-based course, we will look at the changing appearance of the American family from the days when most middle-class mothers stayed home to raise children and most fathers went to work, to the current world of working mothers, single parents, blended families, etc. The course will pose many questions: How real was the 50's-sitcom model of the family? What advantages and disadvantages does today's social climate offer family life? What do you want or expect from the world in which you will raise your family? Course requirements include library research, oral presentations, and a daily journal.

Limit: Maximum 20
Cost: $10.00

As the World Turns

This discussion-oriented class is designed to give you background on recent events in the news. We will want to consider, "what is news?" and "why is the news so bad?" Each student will be expected to read a daily newspaper, a weekly news magazine, and watch local and national news programs. Possible guest lecturers will include members of the local media. Periodic quizzes and class participation will be the basis of evaluation.

Limit: Maximum 20
Cost: $10.00

Course Descriptions ~ Concentration In Health/Life/Community

Beyond Hate

Inspired by Bill Moyers' PBS documentary of the same name, this course will challenge us all to reflect seriously upon the nature, genesis and manifestations of hate, racism, and intolerance. Is hate an integral part of the imperfection of the human spirit? Why and under what circumstances does it manifest itself? What is to be learned from the unspeakable atrocities of the past—and the present? Where and why are hate and racism to be found in our world? What can we do? To stimulate serious personal reflection on these complex and emotionally charged issues, students will view portions of the Moyers video and other appropriate video clips, read various selected passages, participate in a panel discussion, and keep a personal journal. A final project will be required. (If scheduling and logistics allow, we will take a day trip to the Civil Rights Museum in Memphis.)

Limit: Maximum 25
Cost: $20.00

Controversy 101: The Public Debate

Because the news media touch only the surface of many controversial issues, and because reasonable people can have informed and passionate opinions which differ, this course will provide an in-depth examination of such potentially polarizing topics as date-rape and sexual harassment, physician-assisted suicide, genetic engineering, drug legalization, homelessness, surrogate motherhood, environmentalism, etc. The course will involve library research in teams, oral reports, film and documentary viewing, class discussion, daily reading of periodical articles, and a journal of personal responses to the issues under discussion.

Limit: Maximum 25
Cost: $5.00

Create a Strike

What to do??? It's Friday night - the girls' night out at the bowling alley—and all you throw are gutter balls! When the urge to bowl strikes, be prepared to turn your gutter balls into strikes. Impress your peers with your scoring ability. Join this class to learn that despite the "lovely" shoes, bowling is FUN!

Limit: Maximum 16
Cost: $35.00

Desktop Publishing

Take your word processing skills to new heights. Learn to use desktop publishing software to create newsletters, forms, certificates. You will be able to incorporate clip art and graphics into your documents, and you'll learn to use various fonts and special effects to dress up anything you do. Small assignments will be given in a variety of areas to ensure that you develop skills in those areas, but there will also be a final project as a large percentage of your grade.

Limit: Maximum 16
Cost: $25.00

Course Descriptions ~ Concentration In Health/Life/Community

Human Development Theories and Practical Applications

This course introduces students to a variety of developmental theories, including examples of psycho-social, moral, and cognitive development. The course also includes a component in which students visit area day care centers and preschools to observe children and identify stages of development exhibited by behavior. A second component of the course focuses on students' abilities to document their observations and analyze the data. Students will keep a journal throughout the course. The final project will be a paper plotting the development of a child based on development theory.

Limit: Maximum 20
Cost: $10.00

Journalism: Logos II Winterim Edition

In this workshop course you will write, edit, photograph, and design a Winterim edition of Logos II. You'll learn the basics of interviewing, investigating school issues, and computer layout of graphics; you'll capture the life of the school in words and pictures. We'll put together a functioning newspaper staff with writers, photographers, editors, columnists, and cartoonists, and each student will take an active role in creating an actual newspaper. Field trips will include visits to *The Tennessean/Nashville Banner* and a print shop, but the focus of the course will be creating our own edition of Logos II.

Limit: Maximum 25
Cost: $10.00

The Lifetime Skills Class

This course will provide instruction and practice in Cardio-Pulmonary Resuscitation for the adult, small child, and infant, as well as instruction and practice in first aid. Daily aerobic classes will be included for fitness training. At the completion of the course, students who pass the necessary requirements will be certified in CPR and first aid.

Cost: $25.00

Money Manager

Imagine you've just graduated from college and you have your first job. In this class, you'll learn about finding a place to live, dealing with credit cards, insurance, banking, and budgeting. You'll find out about food and living expenses, writing checks and keeping a checking account, saving and investing. You'll learn to use Quicken, the country's most popular home financial software. You'll encounter taxes, learn about social security and withholding, and you'll even learn to fill out income tax forms!

Limit: Maximum 16
Cost: $10.00

Course Descriptions ~ Concentration In Health/Life/Community

Nashville: A City That Works

What does it take to make Nashville one of the most progressive cities in the nation? Students will explore the mechanics and techniques that lead to growth, new business, building roads and public buildings, and planning for the future. Field trips, interviews, guest discussion leaders, and individual research will help students understand how public and private interests, politicians, and business men and women, citizen action groups, and lawmakers interact to define the city Nashville will be ten or twenty years from now. Poverty, crime, schools, parks, recreation, social services, and health care are issues that will be investigated with visits to newspapers, the Metro Council, television stations, Metro Police headquarters, courts, banks, and the Chamber of Commerce. Students will be challenged to think realistically and practically about the academic lessons learned in civics, history, and economics.

Limit: Maximum 14
Cost: $20.00

This Little Widget Went to Market

As modern American consumers, we take for granted that retail stores will be well stocked with virtually everything we need (or want), from lunch boxes to lip gloss to lawn mowers. But haven't you wondered where all that "stuff" comes from, how it's made, and who makes it? This course will help answer those questions by observing first-hand the way raw materials are transformed into the consumer products we see on the shelves. The class will visit several manufacturing plants as well as smaller, family-run operations. You'll marvel at the ingenious machinery of mass production and appreciate the specialized skills of individual craftsmen. Students will keep a daily journal as they study and contemplate the often-overlooked production side of our material society. Class discussions, group projects and a final paper round out the course.

Limit: Maximum 20
Cost: $20.00

When Bad Things Happen to Good People

A one-year old infant dies of liver failure; two teenagers die tragically in an automobile accident shortly after their graduation; a chartered jet carrying over 200 soldiers of the 101st Airborne Division crashes killing all aboard—millions of Jews, Catholics, Slavs, Gypsies, and others are tortured and killed following the demonic plans of a maniacal dictator.

In the face of such tragedies, the human response is seemingly universal. We all feel shock, disbelief, sadness, and a sense of loss. At the same time, there is something more deeply disturbing about this dark corner of the human experience that leaves us feeling at once vulnerable and outraged, and that ultimately causes each one of us at some moment to wonder "WHY?" This question cuts to the very core of what we believe about ourselves and about our world.

Through selected readings, primarily from Harold Kushner's book *When Bad Things Happen To Good People*, this course will attempt a serious if necessarily brief inquiry into the meaning and manifestations of human suffering; an inquiry as much intended to stimulate thought as to attempt definitive solutions. Guest speakers and a film will supplement the class discussions, during which students will be encouraged to share personal opinions and reflections as well as critical appraisals of the materials studied. Students are required to keep a journal.

Limit: Maximum 20
Cost: $20.00

Course Descriptions ~ Concentration In Health/Life/Community

Youth in Government

In this course students will explore and discuss current political issues such as welfare and health care reform. Student teams research and prepare a proposal that could be submitted to the Tennessee Youth Legislature in 1995. Schedules permitting, the class will visit the Tennessee General Assembly and other governmental bodies. Possible guest speakers will include local government leaders.

Limit: Maximum 20

Cost: $10.00

Course Descriptions ~ Concentration In Service Leadership

Albert Schweitzer said, "I do not know what your destiny will be, but this I do know...the only ones among us who will truly be happy are those who have fought for and found a way to serve."

Historically, independent schools have supplied their communities with outstanding volunteer leadership in the arts, politics, social service, and education. Ward-Belmont and Harpeth Hall women have led the Nashville community, fulfilling major roles and supplying countless hours of informed, vital service to enhance the lives of all of us.

What is service leadership? Where do I fit in? What does the community need from me? Will serving really make me happy?

Examining these questions and taking a major service role in the community for three weeks will be at the heart of this concentration. Since this is a double concentration (two blocks) students taking it will participate in one additional concentration. Freshmen and sophomores are eligible. Freshmen electing this concentration will be required to complete five concentrations, rather than six, by the end of the sophomore year. Students will have a service assignment before the classes begin, after an interview with Mrs. Fuller to match interests and offerings. Students will keep a daily journal.

Cost: $30.00

Junior/Senior Program Requirements

Every student is required to earn one-half credit each Winterim she is a Harpeth Hall student. Juniors and seniors may earn this credit by successfully completing an academic travel program, work/study program, or an independent study program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grade, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio which will be given to her at the end of her senior year. Each student is required to spend a **minimum of six hours daily** involved in her work or project. Time provided for lunch breaks **is not** included in this minimum six hour requirement.

The grading system for the off campus program will be a pass/fail system. Each student will be required to submit work from her program to be included in her Winterim portfolio. The pass/fail system will follow these guidelines:

HP (High Pass)	Exceptional
P (Pass)	Good
LP (Low Pass)	Acceptable Minimum
F (Fail)	Fail
NC (No Credit)	No credit given those who are unable to complete the requirements due to illness.

Registration

Juniors and seniors may apply for a Winterim program by completing one of the forms in the back of this catalog and submitting it to Mrs. Fuller. Students should check with Mrs. Fuller or the appropriate faculty supervisor about their plans before filling out their applications.

Junior/Senior Program Requirements

Work/Study Placement

The information requested on the Work/Study Application Forms on pages 41 and 43 of this catalog must be provided in full and the forms signed by the student, the parents, and the faculty work/study supervisor before turning one in to the Winterim office and the other in to the faculty work/study supervisor on or before October 19, 1994. It is important that the information about the community sponsor be complete and correct and that the parents and students understand the responsibilities they are accepting when they sign the form.

Independent Study

Students wishing to pursue an independent study program should work with Mrs. Fuller or a faculty advisor to develop a proposal that will meet the requirements outlined on the Independent Study Application Form in the back of this catalog. The proposal should be submitted along with the completed form to Mrs. Fuller no later than October 19, 1994.

All work/study and independent study applications must be signed by each of the following:

1) *The faculty member supervising that work/study or independent study program*

2) *The student*

3) *The student's parents*

Academic Travel Programs

To reserve a place on an academic travel program, a deposit in the amount stated on page 33 **must be given personally to Mrs. Fuller on or before September 28, 1994.** This check represents the first of three payments for the desired travel program and is fully refundable only if the program is cancelled. The student should complete the Application/Agreement Release Form (page 47-48) and turn it in to Mrs. Fuller with the initial deposit. Availability of space on any travel program is determined on a first-come, first-serve basis. All travel agreements should be signed by the student and her parents.

Registration Deadline for Travel Programs:
September 28, 1994
Registration Deadline for Work/Study Programs and Independent Study Proposals:
October 19, 1994

Work/Study Program

Throughout the existence of Winterim, some of the most meaningful experiences have been the result of involvement in the work/study program. In this program, juniors and seniors have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by practical experience, but of equal value is the realization that a career choice is, in fact, unsuitable.

The work/study program is an apprenticeship arrangement with our community and, for the most part, depends upon the willingness and concern of the prospective community sponsor. The determining factor as to the availability of positions and the continuation of the program is the individual student. Every year work/study participants must prove their seriousness and their responsibility to their sponsors and to the community-at-large. Words are not enough. Students must show their initiative, be prompt and regular in attendance, and be conscientious in the performance of their tasks. Genuine enthusiasm and interest will communicate student attitudes most effectively.

While many work experiences offer real hands-on activities for Harpeth Hall interns, other placements are valuable for the general atmosphere of the work site and the opportunity to observe professionals as they perform their duties. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective work/study sponsors is essential. During a required interview prior to January, students and sponsors must become familiar with each other's understanding of the program and expectations about the proposed placement. It is important that students formulate a clear picture of the duties they will be expected to perform and develop a realistic idea about the limitations and responsibilities accompanying their internship in a professional situation. **Careful attention to goals and objectives in advance will enhance the chances for a successful work/study experience in January.**

In the past many career areas have been explored. However, options open to a student for Winterim '95 are not confined to those placements available in the past. The possibility of any placement actually originates with the student herself. **The parents are strongly encouraged to assist the student in choosing an area of interest.** Students then need to check with the appropriate adult supervisor for guidance in placement.

Every effort will be made to help the student assess her interests and capabilities, establish reasonable expectations, and locate worthwhile positions. If a student has difficulty identifying a work/study area, Mrs. Fuller will be happy to help her.

In preparation for application for participation in the work/study program and consideration of a specific placement, both the student and her parents must carefully review the following:

1) *Participation in this program requires work and regular daily attendance. Students are expected to be present a minimum of* ***six hours daily****.*

2) *Placements are voluntary and* ***pay must not be accepted*** *for work during January.*

3) *Placements should have educational benefits, and non education experiences should be avoided.*

Work/Study Program

4) *Students **are not** to seek work/study placements with family members (father, mother, aunt, uncle, grandparent). Only under very **unusual** circumstances will these work/study programs be approved. Any request for such approval must be directed to Mrs. Fuller.*

5) *Placements will not be approved with any community sponsor where the student has been previously employed or has worked as a volunteer. **Failure to adhere to this guideline will result in an automatic F.***

6) *The amount of responsibility and activity involved in a placement should be assessed and understood in advance by students, parents, and community sponsors.*

7) *The hours of attendance requirements of the community sponsor may exceed the minimum set by the school.*

8) *Transportation arrangements demanded by the location of the placement are the responsibility of the student and/or her parents.*

Students are responsible for understanding and accepting the above requirements as they consider their choices in the work/study program.

The process of developing a work/study program is long and complex. It involves the student, the parents, the faculty, and the community and it may take months to finalize. In general, the process involves four stages: clarification, preparation, implementation, and evaluation. The outline below is included here in order to familiarize students and parents with this process prior to their commitment to a work/study program.

Stage I: Clarification

1. *A student must begin early to assess her interests, goals, and expectations. After consulting with her parents, Mrs. Fuller, and the designated faculty supervisor, a decision must be made as to the type and location of placement desired.*

2. *Once the student has arranged her work/study position she must fill out the two work/study application forms in the back of the catalog. These forms must be signed by the parents and the faculty supervisor responsible for the particular work/study area. One of the forms is to be returned to the Winterim office and the other form is to be given to the faculty supervisor. These forms include information concerning general work/study responsibilities, snow day policies, and absentee procedures. **The student and parent signatures denote an acceptance of these conditions.***

Work/Study Program

Stage II: Preparation

1. *After a student's application for the work/study program is accepted, she will prepare a personal resume, including a statement of goals and expectations. At this time the supervisor will help her finalize her placement, prepare the resume, due before November 9, 1994, and prepare for the interview (outlined in number 3 in this section).*

2. *Late in the fall a letter from the school will be mailed to the community sponsor which will include details of the arrangement, appropriate names, addresses, phone numbers, and a copy of the student's resume. Students will receive a copy of this letter.*

3. *Each student must have a personal interview with her community sponsor before December 7. Forms to be completed by the student following the interview will be available from the faculty work/study supervisor and must be filled in and returned to that supervisor upon completion of the interview. This form will summarize the student's accepted responsibilities and outline as specifically as possible the expected activities.*

4. *If requested by the community or faculty sponsor, students may need to do some reading, observing, or vocabulary work prior to January.*

5. *Workshop sessions will be arranged prior to January 2 if requested by the community sponsor.*

Stage III: Implementation

1. *A student should expect, in most situations, two visits from her faculty supervisor during her three weeks, although this may vary according to the specific assignment.*

2. ***The policy of school closings for snow days does not apply to work/study placements.*** *If the place of employment is open for work, the student is expected to be present. Faculty supervisors must approve any absence excused by a community sponsor. Only if the place of employment is closed because of weather is the day's absence automatically excused.*

3. *All absentees should be reported daily to the community sponsor, the school office, or the supervising teacher.*

Stage IV: Evaluation

1. *The evaluation procedure begins* ***immediately*** *following the close of Winterim. The purpose of the evaluation is to promote good community relations and to insure continuing programs.*

2. *Each student will be required to keep a daily journal and to write an evaluation of her Winterim experience. Journals will be kept in a notebook provided by the school and distributed to the student with a copy of the confirmation letter. The evaluation form with guidelines will be enclosed in this notebook. Both journal and evaluation forms* ***must*** *be turned in to the faculty work/study supervisor on Monday, January 23, 1995.*

Final Dates
Work/Study Programs

Area Commitment: October 5, 1994
Application Form: October 19, 1994
Resume: November 2, 1994
Interview: December 7, 1994
Journal/Evaluation: January 23, 1995

General Requirements For All Work/Study Students

Eligibility

Junior and Senior Students

Attendance

Any student off campus on work/study programs will be present for the duration of her daily schedule. Two unexcused absences for any portion or all of the student's daily schedule will result in a failing grade. If the student's place of employment is closed due to weather, the day will not be counted as an absence. **If a student's community sponsor is open for work, the student is expected to be present. Inclement weather does not provide an excused absence.**

Absences approved by community sponsors must first be received and approved by the faculty supervisor. Failure to follow this procedure will result in an unexcused absence.

Any student who is absent without both parents' and the school's knowledge and permission will be suspended and placed on probation.

Transportation

A work/study student is expected to provide her own transportation to and from work. If road conditions are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should **not** undertake a work/study assignment.

Guidelines

It is the student's responsibility to understand, accept, and communicate to the community sponsor information concerning the guidelines of the work/study program. These details include minimum hours, dress, attendance, rules, and salary policies.

In addition, the confirmation letter written by the school to the community sponsor will also state the guidelines of the work/study program including minimum hours, dress, attendance, rules, and salary policies. The student will receive a copy of this letter.

It is the student's responsibility to adhere to all of the guidelines outlined for the work/study program by the school, particularly, dates for commitment, resume, and interview. Failure to do so will result in an on-campus placement.

Established Programs: Possible Options For Work/Study

1) Science and Medicine

— TBA

This work/study program is designed for any student with a strong science background and career goals in a science related field. The variety of experiences available include basic medical research, industrial science, environmental science, veterinary medicine, and engineering.

All science apprenticeships must be cleared through the faculty supervisor. A student is encouraged to explore possible opportunities for a placement and then ask the faculty supervisor to make the initial contact with a community sponsor. The faculty supervisor will make every effort to work out an agreement with this sponsor.

2) Special Education and Psychological Services

— Dr. Heath Jones

This work/study program is designed for a student interested in various aspects of psychology and special education. Possible programs include working with mentally retarded, physically handicapped, emotionally disturbed, or learning disabled children. Other possible situations include active participation in daycare centers, education programs for special community groups, and psychological or victim assistance services. Arrangements will be made with local schools, agencies, and institutions to provide students with practical experience in their chosen area. All placements of this type must be cleared through Dr. Jones.

3) Theory and Practice of Teaching: Student Teaching

— Mrs. Susan Baughman

This work/study program is designed for the student who desires to explore the teaching profession as a possib career. After October 4, 1994, the student will meet with Mrs. Baughman on a regular basis in order to help her identify her role and responsibilities in the school where she will be working. During January the student will work in a local school under the direct supervision of the cooperating school and the indirect supervision of Mrs. Baughman.

When filling out her registration form, the student is asked to state her preference, if any, of school, grade, and subject area. Every effort will be made to locate the student in the school and area she desires. However, the student needs to be aware that such specific arrangements are not always possible. All student teaching assignments will be made by Mrs. Baughman.

Established Programs:
Possible Options For Work/Study

4) Law and Government

— Mr. Tony Springman

This work/study program offers a student interested in a career in this area of the working world an opportunity to observe first hand and to gain valuable experience as an assistant in a variety of placements. Mr. Springman will help a student focus on her interests and identify a suitable position. These placements include assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing in various law enforcement agencies. A student should check with Mr. Springman before she makes an initial contact with a community sponsor.

5) Business, Financial Service, Merchandising

— Mrs. Pat Moran

This work/study program is designed for a student interested in gaining work experience in the world of business. Possible placements include positions in banks, retail stores, data processing centers, and insurance offices. A student is encouraged to develop her own contacts, but if that is difficult, Mrs. Moran will try to arrange a position which is compatible with the student's interests.

6) Media, Advertising and Public Relations

— TBA

This work/study program is designed for a student who is interested in a career in media and/or communication. In order to avoid duplications, any student who desires a placement in this program should contact the faculty supervisor before she makes any contact with a possible community sponsor.

7) Internships in Washington, D.C.

— Mrs. Emily Fuller

These work/study programs in our nation's capital are varied. Some are on Capitol Hill, others in the Smithsonian or in museums. These programs are designed for mature, responsible students; therefore, any students who wants to apply for placement in this program should make an appointment with Mrs. Fuller in September. Students must make a commitment to this program on or before October 4, 1994.

In addition to being an exciting work/study opportunity, the Washington internship program is designed so that students will take advantage of the many cultural and historical offerings in the Washington area.

Independent Study Programs And Other Programs

Independent Study Program

Participation in independent study projects will be limited to juniors and seniors who have submitted a proposal and secured the approval of a sponsoring teacher and/or departmental chairman.

The student wishing to pursue an independent study should complete the Independent Study Application Form located in the back of this catalog and prepare a proposal meeting the requirements outlined on the form. Interested students are encouraged to work with Mrs. Fuller or a faculty member in preparing their proposal. The deadline for applications for independent study is October 19, 1994.

Independent study projects may be pursued both on and off campus. Sponsoring teachers require frequent reports or discussions with the participating student and a final written presentation or performance is required.

Other Programs

There are other opportunities available through Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School. Information is available in the Winterim office. Interested students should make an appointment with Mrs. Fuller in September.

Academic Travel Programs

The philosophy that there is no substitute for direct experience supports the academic travel options offered during Winterim. Whether students are observing different cultures or refining skills which were first introduced in the classroom, the experience is invaluable. The benefits o leaving their comfortable niches, using their abilities in new ways, and traveling or working with a group cannot b measured. Each of the travel programs offered this year has a different focus offering a variety of learning opportunities.

The Ancient World Program highlights some of the most important aspects of the ancient civilizations in the countries of Greece and Egypt. **The Marine Biology Program** in the Florida Keys offers students a residential field trip experience emphasizing marine science and environmental education. **The New York Program** offers students with a special interest in dance an opportunity to expand their skills and knowledge in the "Big Apple" itsel

All participants of the academic travel programs are required to attend and actively contribute to pre-departure orientation sessions. These meetings are a vital part of the total learning experience and are arranged so as to better prepare the student for the sites and experiences of her trip. **Failure to attend any three of these meetings without written permission from the program sponsors and approval from Mrs. Fuller will result in a disciplinary violation. Failure to attend a fourth session will result in a detention.** If a student earns two detentions due to unexcused absences from pre-travel orientation sessions she may, at the discretion of the school, be asked to withdraw from the program. Any refund of payment will be made on the basis of the date o the second detention and the cancellation and refund policy of the travel agency who holds the contract for that particular program.

A daily journal and written report/evaluation of her travel experience is due on Monday, January 23, 1995. Journals will be kept in a notebook provided by the school and distributed to the student with a guideline for the written report. The journal and the written report should be given to the trip chaperones. The written evaluation or a journal entry may become a part of the student's portfolio.

Academic Travel Programs

Even with careful pre-planning and continual rechecking, the exact cost of an academic travel program is difficult to establish six months ahead of time. Because of the fluctuations of the dollar on the foreign exchange and the very real possibility of changes in airfares, fuel costs, and foreign taxes, all costs for travel are approximate. As a result, there could be some fluctuation in the costs quoted at this time. Parents will be notified of any change in cost before the November date for final payment.

Harpeth Hall travel offerings are learning programs and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, is an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality and quantity of the program.

In planning a travel program, it is vital that we have a firm commitment from those who wish to participate. Each program, therefore, requires a non-refundable deposit with registration on or before September 28, 1994. In order to take advantage of the lower air fares, a second payment will be due by October 26, 1994. These deposits are not refundable unless the program is cancelled by Harpeth Hall. Refunds will be made on the basis of the date of program cancellation and the refund policy of the travel agency who holds the contract for that particular program. Trip cancellation insurance can be purchased in order to protect against losses due to cancellation.

Full payment for travel programs will be due November 22, 1994. After that date, no individual refunds can be made except in the cases of severe illness or emergency, with the final decision on refund resting with the school. In no case is the payment refundable if withdrawal occurs within the week prior to departure.

Parents may also want to know that our regular student accident insurance is extended to 24-hour coverage for all participants throughout the period of the travel program.

Payment Schedule For All Travel Programs

Payment Schedule for All Travel Programs

1) Due on or before Wednesday, September 28, 1994: a non-refundable deposit of $1,000.00 for the Greece/Egypt program, $600.00 for the Marine Biology program, and $600.00 for the New York program.

2) Due on or before Wednesday, October 26, 1994: a second payment of $1,000.00 for the Greece/Egypt program, $600.00 for the Marine Biology program, and $400.00 for the New York program.

3) Due on or before Tuesday, November 22, 1994: final, full payment of balance for all travel programs.

Make checks payable to Harpeth Hall School. All checks should be given to Mrs. Fuller, not the Business Office.

The Ancient World: Greece And Egypt

Dr. Derah Myers & Mrs. Joyce War

- ***17 Days in Greece and Egypt***
- ***Round trip airfare from Nashville***
- ***Hotel accommodations in tourist class hotels***
- ***Continental breakfast and dinner daily***
- ***Overland transportation in deluxe motorcoach with tour escort***
- ***One day cruise to a Greek Island***
- ***Guided tours in all cities***
- ***Five day, four night deluxe Nile cruise with shore excursions***
- ***All entrance fees and admissions for museums, historical sites, and cultural events***
- ***All tips, taxes, and gratuities***

Your visit to Greece and Egypt will give you the opportunity to see many of the most important aspects of ancient civilization. Athens will be your base in Greece and from this fascinating city you will visit a number of neighboring towns and islands. In Egypt, a land that was already 6,000 years old when Christ was born, you will observe permanence and the endless cycle of nature, elements that characterize Egyptian art and civilization, as exemplified by the Nile.

Athens

Tours in this fascinating city will include Constitution Square (Syntagma), the House of Parliament, the Memorial to the Unknown Soldier; and the fine neoclassical buildings on Venizelou Avenue. On your way to the Acropolis, you will see the Panathenaic Stadium (where the first Olympic games of the modern era were held in 1896), the Temple o the Olympian Zeus and Hadrian's Arch. On the Acropolis, view the monument that is "the harmony between matter and spirit," which "puts order in the mind," the Parthenon. An afternoon drive along the coast road, past the wonderful beaches of Clyfada, Vouliagmeni, and Varkiza will bring you to the southernmost point of Attica, Cape Sounion, where the white marble pillars of the Temple of Poseidon stand. There view a sunset that has no changed for millenia.

Corinth, Mycenae, Nauplia, Olympia, Delphi

Some of the places you will visit during your four day classical tour include the ruins of old Corinth, the tomb of Agamemnon, the famous acoustical theatre at Epidaurus, Arcadia—the home of Pan and the Nymphs—and Olympia, the cradle of the Olympic Games. The classical tour will end in Delphi—the "Omphalos" (Navel) of the earth—whose prestige extended far beyond the boundaries of the Hellenistic world.

Island Cruise

Relax on a full day cruise to a picturesque Greek island in the Saronic Gulf with time for exploring, shopping, and sitting in seaside cafes.

Cairo

Here you will visit the world famous Egyptian Museum of Antiquities to see Pharaonic exhibits covering a period of 5,000 years, the Pyramids of Cheops, Chepheon, Mykerinos, and the famous Sphinx, the Pharoah-headed lion carved from a single piece of rock.

The Ancient World: Greece and Egypt

Aswan

Explore the enormous temples of Ramses II. Think of Queen Nefertiti before taking a leisurely ride to Elephantine Island in a "felucca," the Egyptian boat with the billowing sails. At sunset, step into Agatha Christie's world by boarding ship for a four night cruise down the Nile.

Aswan, Kom Ombo

Visit the exquisite new museum at Aswan and the Temple of Philae dedicated to the goddess Isis. See the unique twin Greco-Roman temples and daydream of Cleopatra.

Edfu, Esna

Take a horse-drawn carriage to the great Temple of Horus, the best preserved of Egyptian temples; then explore the Temple of Khnum, dedicated to the ram-headed god of creation.

Luxor, Thebes, Karnak

Wander through the Valley of the Kings and descend into history—down into the tombs of Tutankhamen, Ramses VI, and Seti I. Visit the Temple of Queen Hatshepsut, cut from living rock.

Memphis, Sakkarah

See the ruins of Memphis, the ancient capital of Egypt and then continue to Sakkarah, the necropolis with the world renowned Step Pyramid and many other mastabas and tombs that reflect the Egyptians' concern with the afterlife.

Accommodations: *Quad rooms with private baths.*

Meals: *Two meals per day, breakfast and dinner.*

Cost: *$2,950.00 Cost does not include passport fees, visa fees, lunches, beverages at evening meals, or personal expenses.*

Payment:

1) A non-refundable deposit of $1,000.00 to secure a reservation on or before September 28, 1994.

2) second payment of $1,000.00 due on or before October 26, 1994.

3) final full payment of balance due on or before November 22, 1994.

Dates: *Depart Nashville January 2, 1995, and return to Nashville January 20, 1995.*

Marine Biology in the Florida Keys

The Newfound Harbor Marine Institute specializes in offering a residential field trip experience with emphasis on marine science and environmental education. NHMI is located in the Florida Keys on Big Pine Key which is adjacent to the Coupon Bright Aquatic Preserve and five miles from the Looe Key National Marine Sanctuary—ideal for marine studies and research. A fleet of eight oceanographic research vessels for hands-on field oriented programs in the Keys, thriving shallow bays and colorful coral reef tract will be at our disposal. Back on shore we will participate in laboratory studies to reinforce the material.

Sites of study include mangroves, sea grass beds, mixed algae communities, spongeflats, rocky intertidal zone, soft corals, patch coral reefs, Bank reef (Looe Key National Marine Sanctuary). Terrestrial communities include tropical hardwood hammock, cactus hammock, freshwater slough, pine/palmetto woodland, and Key Deer National Wildlife Refuge.

Students will spend four days in classroom preparation prior to departure.

***Eligibility**: Juniors and Seniors enrolled in an AP science course will be given first preference. Students must pass swim test.*

***Accommodations**: Cabins on the campus.*

***Cost**: $1,600.00 Includes airfare, accommodations, and all meals except three evening meals.*

***Payment**:*
1) A non-refundable deposit of $600.00 to secure a reservation on or before September 28, 1994.

2) a second payment of $600.00 due on or before October 26, 1994.

3) final full payment of balance due on or before November 22, 1994.

***Dates**: Depart Nashville Friday, January 6, 1995, and return to Nashville Thursday, January 20, 1995.*

Dance Intensive: New York, New York

Ms. Leslie Matthews

Dancers are invited to participate in a three week ance intensive that includes two exciting weeks of reparation in Nashville, and eight days of study and ctivity in the "Big Apple," the undisputed Fine Arts apital of the World.

In the two weeks prior to our taking off to New York, e will spend our time immersing ourselves in daily reparation classes in aerobics, strength training, dance echnique classes, choreography, improvisation, as well as n in-depth study of shows, concerts, and the city. The ays are long and rewarding. We will also take advantage of rea dance week-end workshops. On January 13, 1995, we ill depart for New York. We will spend a whirlwind week aking two daily dance classes in modern dance and jazz ance technique at major New York dance studios, with vailable time spent in art museums and sightseeing. Our ights will be filled with attending four Broadway shows nd two or three dance concerts. Of course there is some me for shopping, especially on Orchard Street for some reat bargains.

If you love to dance and have dreamed of living the fe of a dancer, get ready for one of the most exciting, hallenging, and growing three weeks of your life! "Big pple"—here we come!

***Eligibility**: Juniors and seniors with dance experience Attendance at all preparatory classes is required.*

***Cost**: $1,000.00 plus airfare (based on 5 participants) includes hotel accommodations, ten dance classes, four theatre tickets, three dance concerts, transfer taxes, and tips. Not included are city transportation and airfare ($300.00 at time of catalog publication).*

***Payment**:*
(1) A non-refundable deposit of $600.00 to secure a reservation on or before September 28, 1994.
(2) a second payment of $400.00 due on or before October 26, 1994.
(3) final full payment of balance due on or before November 22, 1994.

***Dates**: Depart Nashville Friday, January 13, 1995, and return to Nashville Saturday, January 21, 1995.*

Freshman/Sophomore Registration Form 1995
Winterim On-Campus Program

(Last Name first) _____

Date _____

Concentration (Check three, unless you are choosing the Service Leadership concentration. In that case, check only it and one other.)

☐ **ARTS**

1st choice _____

2nd choice _____

3rd choice _____

☐ **HUMANITIES**

1st choice _____

2nd choice _____

3rd choice _____

☐ **MATH/SCIENCE**

1st choice _____

2nd choice _____

3rd choice _____

☐ **HEALTH/LIFE/COMMUNITY**

1st choice _____

2nd choice _____

3rd choice _____

☐ **SERVICE LEADERSHIP**

_____

_____

Parent(s)'s Signature _____

Date _____

Advisor's Signature _____

Date _____

Winterim Off-Campus Work/Study Program Application Form 1995

Name (last name first) _____

Class _____

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor (name of organization) _____

Community Supervisor (name and title of person supervising) _____

Business Address _____

City _____ State _____ Zip _____

Phone _____

STATEMENT OF RESPONSIBILITIES

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim work/study apprenticeship. I am willing to abide by the rules for attendance and I understand that I am responsible for my own transportation to and from work. I will notify my employer and my faculty supervisor if I will be absent from work.

Student's Signature _____

I/we, the parent(s) of _____
understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 1995. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent(s)' Signature _____

Faculty Supervisor's Signature _____

Winterim Off-Campus Work/Study Program Application Form 1995

Name (last name first) _____

Class _____

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor (name of organization) _____

Community Supervisor (name and title of person supervising) _____

Business Address _____

City _____ State _____ Zip _____

Phone _____

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Student's Signature _____

I/we, the parent(s) of _____ understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 1995. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent(s)' Signature _____

Faculty Supervisor's Signature _____

pplication for Independent Study~Winterim 1995

ame _____

ass _____

udy Area _____

upervisor _____

NDEPENDENT STUDY PROPOSAL GUIDELINE:

) ***Introduction*** *– Describe the subject of your proposed independent study, the overall purpose of your study and the rationale for using your Winterim time for this study.*

) ***Goals and Activities*** *– Outline specifically the goals you expect to achieve during the Winterim period and in what activities you will be involved to reach these goals.*

) ***Evaluation*** *– Explain who will evaluate your progress and how you will be evaluated. (Will you write a paper, perform, or create or produce a work of art?)*

The proposal should be written legibly or typed in good grammatical form and attached to this completed form when submitted to Mrs. Fuller.

TATEMENT OF RESPONSIBILITIES

I understand that t must be involved in the activities described in my proposal every day of the Winterim period for at least 6 hours a day or 0 hours a week excluding lunch and that I will stay in regular contact with my Winterim supervisor. Furthermore, I understand that my Winterim rade will depend upon my ability to follow the guidelines of my proposal and my supervisors evaluation of the quality of my work.

tudent's Signature _____

arent(s)' Signature _____

aculty Supervisor's Signature _____

ate _____

Application for Travel:
Winterim 1995~Agreement and Release

I, or we, the undersigned parent (s) (or guardian) of _____ a student at Harpeth Hall School, hereinafter referred to as "Student", for and in consideration of said school undertaking the sponsorship and supervision of a trip to _____ as a part of the school's Winterim program, in which Student is a participant, agree as follows:

1) I (or we) release the school and/or its employees from any claim for injury, damage, or loss caused by the act or omission of any third party such as an air carrier, travel agency, hotel, or any other firm or individual not under the control or direct supervision of the school.

2) I hereby grant the school and its employees and agents full authority to take whatever actions they may reasonably consider to be warranted under the circumstances regarding Student's health and safety, and I fully release each of them from any liability for such decisions or actions as may reasonably be taken in connection therewith. I authorize the school and its agents, at their discretion, to place Student, at my expense and without my further consent, in a hospital within or outside the United States for medical services and treatment, or if no hospital is readily available to place Student in the hands of a local medical doctor for treatment. If deemed necessary or desirable by the school or its agents, I authorize them to transport Student back to Nashville, Tennessee, by commercial airline or otherwise at my expense for medical treatment.

3) Student understands that this is a supervised program and that group standards must be observed. She will at all times remain under the supervision of the school and its agents and will comply with the school's rules, standards, and instructions for student behavior. I hereby waive and release all claims against the school and its agents, both on behalf of myself and Student, arising out of her failure to remain under such supervision or to comply with such rules, standards, and instructions. I agree that the school shall have the right to enforce appropriate standards of conduct, and that it may at any time terminate Student's participation in the school's program for failure to maintain these standards or for any actions or conduct which the school reasonably considers to be incompatible with the interest, harmony, comfort, and welfare of other students. If Student's participation is terminated, I consent to her being sent home at my expense with no refund of fees.

4) On group tours or other activities arranged by the school, Student will accept the will of the majority whenever a matter of choice is presented to the group. Student will also accept in good faith the instructions and suggestions of the school or its agents in all matters relating to the program or the personal conduct of program participants.

5) I understand that the school reserves the right to cancel programs due to an insufficient number of participants or otherwise to make alterations in programs and itineraries as may be required. In addition, I understand that the school's program charges are based on currently applicable tariffs, government regulations and currency exchange rates and are subject to minor changes depending on the tariffs, regulations and rates in effect at time of departure.

6) All references in this agreement to "the School" and "its agents" shall include the school and all of its officers, directors, staff members, campus directors, chaperones, group leaders, and employees. All references herein to the "parents" of the applicant shall include the legal guardians or other adults responsible for the applicant, where applicable.

(continued)

Student has no health problems about which the school should be informed except as follows:

The Student joins in the Agreement and Release to the extent of her legal authority to do so.

This day of , 19 .

Student's Signature

Parent(s)' or Guardians' Signature

During the activity, I may be reached at:

Address

Phone #

If I cannot be reached in the event of an emergency, the following person is authorized to act in my behalf:

Name

Address

Phone #

Relation to participant

Physician's name and phone

Additional remarks:

Nashville, Tennessee 37215-0207

Address Correction Requested

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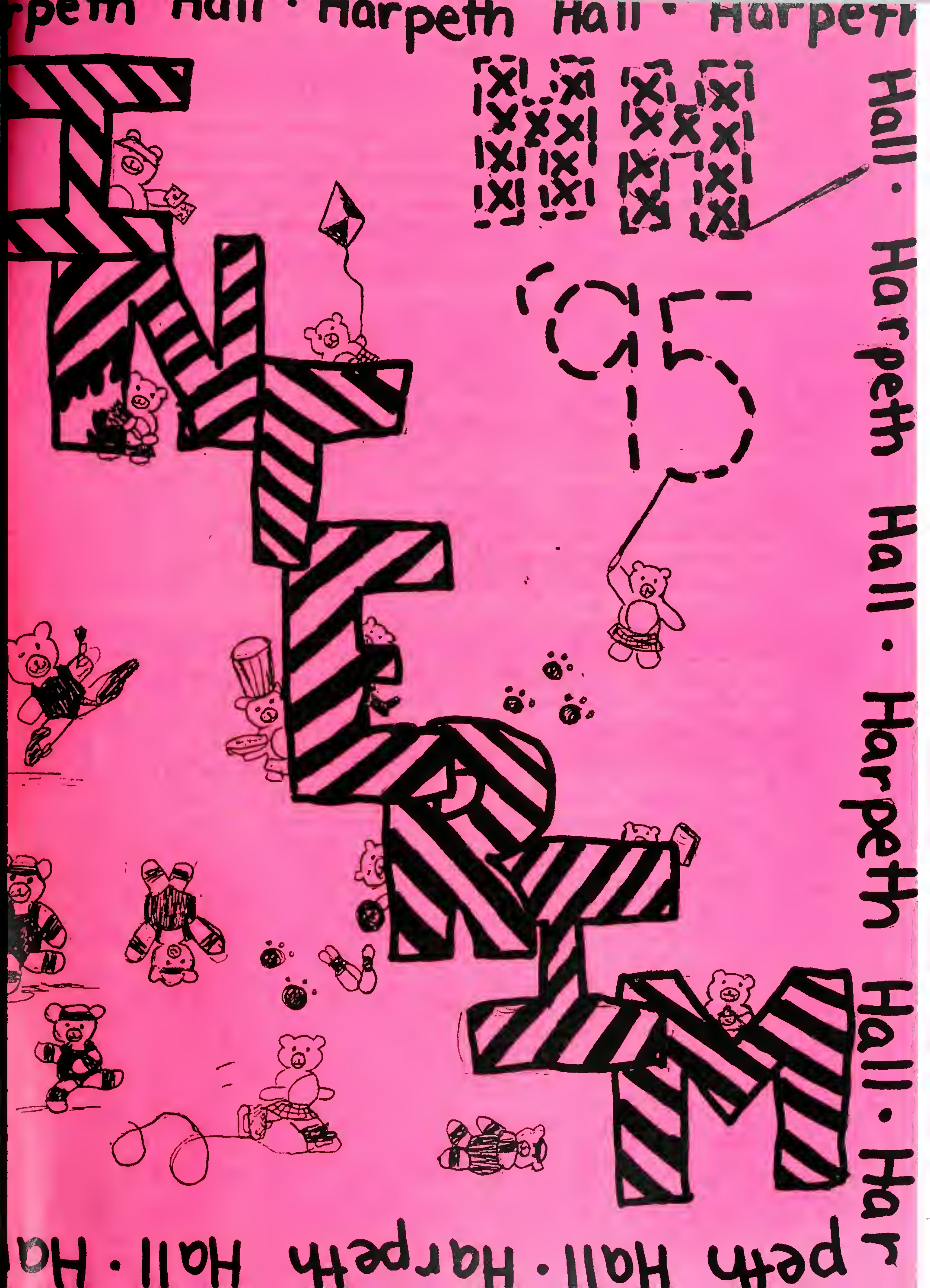
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INTERIM
'95

INTERIM

This booklet gives descriptions of the courses that may be offered during Interim. There is one required course for each grade which you must sign up for. The other courses are divided into four categories: physical activities, information, community service, and hobbies and crafts. Choose one course from each category. If you sign up for a two hour course, you can choose a course from each of three categories.

In order to determine which courses will definitely be scheduled, we need an idea of your interests.

INSTRUCTIONS:

1. Read through the course descriptions.

2. Put the required course for your grade as your first choice. You will find the required courses listed on the next page of this booklet listed under SPECIAL COURSES.

3. Choose one course from each of the four categories. The total should be five hours of courses. If you choose a 2 hour course, you will choose your other courses from each of three categories. If you sign up to be a kindergarten aide, you will choose from two categories.

4. Class sizes will be limited. Some classes can only be taught at certain times because of teachers' schedules. Therefore, you may not be able to schedule all of your first choices because of schedule conflicts and because there will not be room for all students in every class.

5. List your first and second choices on the form in the back of this booklet and turn the form in to the office by Friday, December 16.

The purposes of Interim are to:

1. Provide a significant learning experience without concern about a grade.
2. Practice decision making in the selection of activities.
3. Give students the opportunity to work with girls from all three grades.
4. Introduce students to activities that may develop into lifetime interests, for use of leisure time or careers.
5. Prepare girls to make meaningful selections of courses when they are enrolled in the Upper School and participate in the Winterim program.
6. Take advantage of learning situations that cannot be provided as a part of the regular Middle School curriculum.
7. It is the hope of the faculty and administration that the school year will be richer and happier because of the students' participation in Interim.

SPECIAL CLASSES: (There is no cost for these **required** classes.)

1. **SIXTH GRADE** - Language Exploration - 1 hour

   Language exploration is a brief introduction to Spanish, French, and Latin, in order to help the sixth grade make choices for the seventh grade. There will be games, songs, and mini lessons in the target language.

2. **SEVENTH GRADE - GEORGE WASHINGTON PRACTICE** - 1 hour

   The seventh grade is going to present a program in honor of George Washington's birthday on February 20. During Interim they will all work together to prepare for the performance. Soldiers will learn how to march with precision. Sailors will dance the "Horn Pipe." Ballroom dancers will learn how to dance the minuet. We will all work hard during Interim so that we will have an excellent program for George's 263rd birthday.

3. **EIGHTH GRADE TRANSITIONS**: - 1 hour

   The beginning of a new year is always a time to look ahead and to make plans. You will soon be thinking about ninth grade--what courses you take, what extracurricular activities you join, which athletic teams you want to try out for. In this class, eighth graders will look at the differences in Middle and Upper School, meet some of the Upper School teachers, plan an Upper School visit, and answer questions about what the next year of school has in store.

DESCRIPTION OF COURSES

THE COURSES IN THIS SECTION ARE IN THE INFORMATION CATEGORY. CHOOSE ONE COURSE FROM THIS CATEGORY.

BABYSITTING - 1 hour

You will be Red Cross certified to baby sit. The course will prepare you for emergencies and the responsibility of caring for children.

COST: $15.00

BRIDGE CONSTRUCTION - 1 hour

Form a construction company with beginning capitol of $1,550,000. You will construct a bridge using toothpicks and compete with other companies made up of your peers for prizes.

COST: $5.00

CAREERS - 1 hour

Meet graduates and friends of Harpeth Hall and discover several career choices that will be available to you when you graduate from college.

NO COST

CHOOSE YOUR OWN ADVENTURE - 1 hour

Using a MAC, you will write and illustrate your own adventure book.

NO COST

COSTUME MAKING - 1 hour (7th and 8th graders)

We will make Roman costumes, paint scenery, and prepare for the Latin convention in April. On the last day, we will have a costumed Roman banquet.

COST: $10.00

COURTS - 2 hours (only 7th and 8th graders)

Girls will learn firsthand about our court system. By visiting courts, jail docket, lawyers, and judges, you will gain a better understanding of the judicial system.

COST: $5.00

CREATIVE WRITING - 1 hour

Here's a class for all you imaginative people looking for a way to express all of your ideas. Enjoy writing with no pressure of grades. Become a poet or an author! Come and create.

NO COST

HALF OF HEAVEN - 1 hour

Half of Heaven is a Spanish film, made in 1986. It is about a beautiful girl, Rosa, from the provinces who comes to Madrid lake in the Franco years. Half of Heaven is a saga about the social rise of this beautiful, ambitious peasant girl. The movie has English subtitles.

NO COST

KITE MAKING - 1 hour

You will use math skills of similar figures, ratios, and symmetry to make a full size kite. You will have choices of several materials to use to design the longest flying kite, and the winner will be determined on the final day.

COST: $3.00

LOGIC, PUZZLES, AND GAMES - 1 hour

Solve a variety of riddles and puzzles using logic and common sense. Enjoy strategy games and create your own obstacles for others to conquer.

NO COST

NASHVILLE - Spies, Murder, and the Civil War - 2 hours

Stand on the grounds of Belmont Mansion where a murder was planned; hear about the native belle who was a spy for the "Cause"; was the blind man really blind? Learn about the above and travel back in time to the War Between the States in our city; visit the sites of banquets and battles; read from the works of A. L. Crabb as he wrote about plantations called Montgomery Bell and Harpeth Hall.

COST: $5.00

POE MYSTERY THEATER - 1 hour

This course is better than TV or a movie because you will create all the visual effects yourself--in your mind. Spine-tingling tales come alive as you listen to the scariest of stories from the master of mystery, Edgar Allen Poe.

NO COST

POWER TOOLS - 1 hour

Stretch your brain. Solve the unsolvable. Build the unbuildable. Each student will complete a project using power tools.

COST: $20.00

STORY SHARING - 1 hour

We'll have a storyteller indeed, a mystery guest to read, playful poetry to please and tall tales to tease.

NO COST

TESSELLATIONS - 1 hour

Welcome to the world of tessellations! Learn about them, create them, make a construction paper collage, create a felt wall hanging, and design your own tessellating T-shirt.

COST: $10.00

THINK TANK - 1 hour

Using Odessey of the Mind as a model, we will work on solving crazy and brain busting problems. Many challenges will include building and constructing.

COST: $5.00

TRIVIA QUIZ BOWL - 1 hour

Music? Literature? Famous people? If you thrive on trivia, this class is for you. You will help make up questions and compete on a team for the grand championship.

NO COST

THE COURSES LISTED IN THIS SECTION ARE IN THE HOBBIES AND CRAFTS CATEGORY. CHOOSE ONE COURSE FROM THIS CATEGORY.

ASIAN ARTS - 1 hour

Experience four days of demonstrations with limited hands-on art with visiting artists knowledgeable in Asian Art forms. Paper making, indigo dyes, calligraphy and clay forms are all possible demonstrations prior to our visit to Geugleis Khan on Friday, February 16.

NO COST

BRIDGE - 1 hour

Bridge is the best of card games, and you will enjoy playing for the rest of your life. Learn to finesse, make slams, and communicate with your partner without talking!! People who play bridge love it and are always looking for a fourth.

NO COST

CAKE DECORATING - 1 hour

No more "store bought" birthday cakes! You will learn to decorate cakes like the professionals--roses, icing trimmings--the works! The cost of the course includes decorating equipment you can use over and over and icing which is provided for the first four days. This course is the same as last year so don't sign up for it if you have taken it before.

COST: $13.00

CALLIGRAPHY - 1 hour

Have you ever admired the beautiful printing on certificates and diplomas? Mrs. Schuyler, Tallu's mom, will show you how to create this exquisite style of writing using a special pen. You will be amazed at how pretty you can write!

COST: $6.00

CONSUMER AWARENESS - 1 hour

Are you getting the most for your money? Compare prices and quality of a variety of items. We will collect information and shop for various items including food, clothes, and jewelry. Finally we will tabulate the results.

COST: $3.00

COOKING - 2 hours

The class will get to eat what they cook! Learn the proper way to sift, measure ingredients, and use necessary equipment. The kitchen will be at Mrs. Wills' in Sugartree, 110 Prospect Hill. So those who sign up for this class must be responsible for transportation.

COST: $15.00

CRAFTING A MONKEY DOLL - 1 hour

We will make adorable monkeys from a pair of socks. The mouth and eyes are embroidered, and the arms, legs, neck, and hat are decorated with pom poms.

COST: $10.00

CROCHET - 1 hour

Thread and a hooked needle are needed for this course. When you learn the chain stitch, you can make decorative edging, sweaters, blankets, etc. by interlocking looped stitches. If you sign up for this class, you will start and hopefully finish a crocheted vest.

COST: $15.00

CROSS STITCH - 1 hour

This early American craft can be used to make beautiful decorative designs. We will complete a counted cross stitch project.

COST: $6.00

DESIGNING YOUR DREAM HOUSE - 2 hours

With help from an architect, you will learn how to create a floor plan for your dream house in scale. Once you have figured out the layout, you will have the opportunity to begin decorating.

COST: $3.00

HOW TO WRITE A SONG - 1 hour

Have you ever wondered how to write a song and how to have it published? Mr. Galbraith, Hannah's dad, who is a music publisher and producer will show this class how to write a song and make a domo (tape).Who knows, this could be the beginning of your music career?

NO COST

INTERNATIONAL SAMPLER - 1 hour

Study the culture of five different countries and enjoy sampling lunch specialties from French, German, Chinese, and Italian restaurants.

COST: $35.00

KNITTING - 1 hour

Learn to knit and purl--the two basic stitches that you must know how to do to make almost a knitted item. Knitting is fun and easy. All you need is knitting needles and some yarn.

COST: $10.00

LEGGO BUILDING - 1 hour

Would you like to spend a week planning and building a house, city or magical fantasy land out of Leggos? Join this exciting, thought-provoking course of Leggo Building.

NO COST

MASKING - 1 hour

Students will learn why people wear masks and how masks are used in different cultures. Students will design and complete a mask made from plastercraft. All the masks will be decorated and have a written explanation of its purposess, real or imagined.

COST: 20.00

MINATURES - 1 hour

Do you collect doll houses or miniatures? Learn how to make your own in this class. We will make a special project for any collector!

COST: $12.00

NEEDLEPOINT - 1 hour

Needlepoint is easy and make handsome pictures, pillows, belts, etc. You will learn several needlepoint stitches in this class and complete a small piece of needlepoint.

COST: $15.00

SEWING - 1 hour

Learn the basic skills of sewing--cutting a pattern, basting, using a sewing machine, and threading a needle. In this class you will enjoy modeling the finished product and saying, "I made it!"

COST: $15.50

THE FOLLOWING COURSES ARE IN PHYSICAL ACTIVITIES CATEGORY: CHOOSE ONE COURSE FROM THIS CATEGORY.

AEROBICS - 1 hour

Get in shape for spring! Aerobics is a fun and easy way to shed a few extra pounds. You will learn the basics of aerobic fitness while participating in a complete workout each day.

COST: $8.00

BOWLING - 2 hours

Make "strikes and spares" as you learn how to knock down the most bowling pins. An instructor at Melrose Bowling Lanes will show you what weight ball to use and the proper way to roll the ball in order to have the highest score.

COST: $15.00

BUCK DANCING - 1 hour

The early settlers brought buck dancing to America from Europe. It's a fun type of folk dancing that is similar to clogging.

COST: $10.00

GAMES GALORE - 1 hour

"Games Galore" will test your creativity, alertness, co-ordination and knowledge. We will experience many different types of games from the traditional board games and card games to the unique non-competitive "new games" concept. Come join the fun!

NO COST

"HORSEMANSHIP" - 2 hours

Catherine Boehm's mom is offering this opportunity for you to learn how to take care of horses. Saddling, safety, health, and riding will be included. You will need transportation to Catherine's house in Goodlettesville and back to school.

NO COST

ICE SKATING - 2 hours

This course is for all levels of ice-skaters. Ice-Centennial will have an instructor to teach the fundamentals of ice-skating forward and backward; turns, both forward and backward; simple jumps; scales; stops, and spins. You will have a twenty minute lesson each day and skate an hour each day.The cost includes skate rental fee as well as the lessons.

COST: $25.00

LINE DANCING - 1 hour

Sign up for this class and learn the latest craze! You will be introduced to line dancing steps such as Slapping' Leather and Electric Slide.

NO COST

SWIMMING - 2 hours

Brush up on your swimming strokes, learn life saving and water safety and how to respond in case of an aquatic e3mergency. You will play pool games and learn about snorkeling if you sign up for this course at the YMCA in Green Hills.

COST: $10.00

VOLLEYBALL - 1 hour

Have fun while learning the basic skills of this exciting game. Simple offensive and defensive strategy will be taught along with rules and regulations governing the game. You will learn to bump, set, and spike. Come, join the fun--it's open to all skill levels.

NO COST

WINTER WALKING AND NATURE STUDY - 2 hours

We will drive to various parks including Radnor Lake, Warner Park, and Centennial Park, where we will walk for approximately one hour each day. Enjoy the brisk February air and the beauty of Nashville's parks. In case of rain, ice, or snow, we will walk in a mall or at an indoor track.

NO COST

THIS CATEGORY IS COMMUNITY SERVICE
CHOOSE ONE COURSE FROM THIS CATEGORY

COLOR BOOKS - 1 HOUR

Create a color book for a child who is a patient at Children's Hospital.

COST: $3.00

DECORATE A TREE FOR THE BIRDS - 1 hour

You will decorate a tree with food for our feathered friends.

COST: $3.00

GREEN HILLS HEALTH CARE CENTER - 1 hour

Cheer up elderly patients with your conversation and good will. You will find the time at the health care center will be more rewarding than you ever anticipated.

NO COST

HARRIS-HILMAN SPECIAL EDUCATION SCHOOL - 2 hours

You will go to Harris-Hillman School and assist teachers with daily class activities. Students at Harris-Hillman are between the ages of three and twenty-two with multiple disabilities

NO COST

KINDERGARTEN AIDES AT ST. GEORGE'S - 3 HOURS (8TH GRADERS ONLY)

This group will be teachers' aides at St. George's kindergarten from 8:30 -12:00. Students in this class will go directly to St. George's kindergarten on Harding Road at 8:30 and will need to be picked up at 12:00 and brought back to school in time for lunch. This group will be responsible for their own transportation. They will observe the teachers at the kindergarten, help with classes, and plan and lead activities for the 3-5 year old children.

NO COST

MONTESSORI METHOD - 2 hours

Receive instruction in the montessori method of teaching. We will explore the success of Maria Montessori's life and work. We will have the opportunity to observe and interact with the children (infant - 6 yrs old) in a local Montessori School.

NO COST

NASHVILLE HUMANE SOCIETY - 2 hours

If you sign up to go to the Nashville Humane Society, you wil help care for the dogs and cats. This will include brushing them and walking them around. There will be other various things to do for the animals.

NO COST

SECOND HARVEST - 2 hours

Help Second Harvest Food Bank organize donations! We will drive to the warehouse, work one hour and return to school. Here is a great chance to return some of our energy to the community.

NO COST

TRAY FAVORS - 1 hour

This class will make Valentine favors for senior citizens to be put on their meal trays.

COST: $4.00

NAME: _____ GRADE: _____

TURN THIS FORM IN TO THE OFFICE BY MONDAY, DECEMBER 16.

FILL IN EVERY BLANK.
Be sure to include the required course for your grade.

1ST CHOICE CLASSES:

NAME OF CLASS	HOURS PER DAY	APPROX. COST	CATEGORY
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL HOURS	_____ (should be 5)		

2ND CHOICE CLASSES:

NAME OF CLASS	HOURS PER DAY	APPROX. COST	CATEGORY
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL HOURS:	_____ (should be 5)		

The selection of courses and the approximate costs are all right for my daughter. I can provide transportation if one of the classes she has chosen requires it.

_____
Parent's signature

The Harpeth Hall School

winterim

1996

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The Harpeth Hall School

Mission Statement

Harpeth Hall, an independent college preparatory school for young women, offers a traditional curriculum designed to challenge each student to her highest intellectual and creative abilities. The school's program strives to develop in each young woman the skills, self-esteem, and confidence for having a successful college experience and for meeting the challenges of the future. Harpeth Hall is committed to a single-gender environment wherein each student can be equipped, nourished, and motivated to meet her greatest potential for learning as well as for living.

Goals

1) To develop within each student the motivation necessar for productive study and a commitment to learning as a lifelong endeavor

2) To provide a strong liberal arts education that will fost the student's awareness and realization of her academic potential and prepare her for a college of her choice

3) To provide exceptional teachers who demonstrate expertise within their individual fields, an ability to communicate the knowledge effectively, and a concern for the personal and academic growth of each student

4) To develop in each student a healthy self-image along with an understanding of how she can best relate to other within her school and community

5) To create an atmosphere in which social responsibility and the search for ethical values are encouraged

6) To build npon the advantages of education in a single-gender setting which empowers young women to meet their potential

7) To achieve a higher level of cultural and economic diversity in our faculty and student body in order to reflect our increasingly multicultural society

8) To provide a rich fine arts program that offers opportunities for intellectual growth and creative expression through the visual and performing arts

9) To provide a diverse physical education program and an athletic program that teach skills, self-discipline, and sportsmanship through a variety of individual and team activities

10) To provide learning experiences on local, national and international levels that foster leadership and a strong sen of community responsibility.

Winterim ~
The Philosophy And Experience

The Harpeth Hall Winterim program makes a unique contribution to our students' experience. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learnings are not limited to the classroom and laboratory or to traditional offerings in our eight period day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.

The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in non-traditional areas. Finally, it provides faculty unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

Each girls' Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a non-traditional schedule, and opportunities to learn beyond the campus, in Nashville. Juniors and seniors will design their programs of work/study or academic travel from among well-established offerings. Independent study plans are encouraged as a stimulating offering for them. All students will be expected to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Please begin the conversation now in your family and soon with faculty advisors and expect to complete your arrangements in October.

Leah S. Rhys

Leah S. Rhys ~ Head of School
August, 1995

Standards

During Winterim '96 the school will continue to expect the same conduct both on and off campus which is expected of Harpeth Hall girls during the school year.

Dress

The school dress code will be enforced on campus. Girls who are participating in work/study programs or off-campus independent study will be expected to dress appropriately as determined by their situation. Those on academic travel programs will receive specific guidelines for dress considered appropriate and acceptable for the particular trip or locale.

Girls participating in art programs which may present a hazard to clothing may wear non-regulation clothes within the confines of the work area. When, however, they change classes, attend assemblies, go to lunch, etc., they must be in uniform.

Attendance

Students participating in on-campus programs will attend all assemblies and classes. The policy for absences during Winterim is the same as it is during the school year. An absence the day before or the day after a holiday counts as a double absence. The two categories of absences and the procedures that accompany each are as follows:

1) Excused absences

a. *Sickness or injury to the student* – Parents should call the school before 8:30 a.m. on the morning of the sickness or injury.

b. *Family emergencies involving illness, injury, or death* – Parents should call the school before 8:30 a.m. on the day of the emergency.

c. *Special family celebrations such as weddings, graduations, and bat mitzvahs* – a note from the parents is needed for these absences. An absence form completed by the student is also required.

d. *Religious holidays* – a note from the parents is needed for these absences. An absence form completed by the student is also required.

2) Unexcused absences

An unexcused absence occurs when a student misses all or part of the day without the knowledge of both parents and the school. An automatic suspension will result.

There is an absence form in the upper school office that must be completed before the day of an absence. The form must be signed by Mrs. Baughman, taken by the student to her teachers, and given to Miss Reed. This form takes at least 24 hours to process and must be returned to the office before the student leaves for the absence.

Absences and extracurricular participation

Any student who misses school on a given day is not allowed to participate in a school function scheduled for that day.

Students participating in off-campus programs will be present for the duration of their daily schedule. Two unexcused absences for any portion or all of the student's daily schedule will result in a failing grade. **Parents should notify the school and the student's community sponsor by 9:15 if the student will be absent. Schools may close for snow days, but businesses may not.** If a student's community sponsor is open for work, the student is expected to be present. **Normally, inclement weather does not provide an excused absence.**

reshman/Sophomore
rogram Requirements

reshman/sophomore program requirements

Every student is required to earn one-half Winterim redit each year she is a Harpeth Hall student. Freshmen nd sophomores may earn this credit by successfully ompleting the requirements of the on-campus program. hese credits are included in the units required for raduation and are recorded on the student's transcript. ach student's Winterim record (grade, comments, etc.) is ncluded in her permanent file. In addition, samples of her ork will be placed in her Winterim portfolio which will e given to her at the end of her senior year.

Freshmen and sophomores will concentrate in four reas over a two year period: humanities, math/science, rts, and health/life/community. Each year a student will ake three concentrations. Over a two year period, a tudent will fulfill six concentrations in four different reas, repeating a concentration in two areas. In addition, he option to do a service concentration one of the two ears is available, which will require two time blocks. herefore, a student who chooses the service concentration ill fulfill five concentrations over two years.

The daily schedule is

Block I	7:55-9:45 a.m.
Block II	9:55-11:40 a.m
Lunch	11:45 a.m.-12:35 p.m.
Block III	12:40-2:25 p.m.
Cleanup	2:25-2:35 p.m.
Assembly	2:40-3:20 p.m. (Monday-Thursday)

Grading System

The grading system for the on-campus program is the same as the grading scale for courses taken during the school year. Each student will be required to submit work from her program to be included in her Winterim portfolio.

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	68-69
F	67 and below
NC	No credit given for those who are unable to complete the requirements due to illness.

Course Descriptions ~ Concentration In The Arts

Acting and Performance Workshop

Tired of being yourself all the time? Why not be someone else for Winterim and animate a work of theatre in the process? Experience in the theatre is helpful, but not required. What is required is a willingness to work with others, to commit to your character, and to take a risk on stage. Even though we're doing a play, it's not all "play" — there will be lines to be learned, character work to be done, production positions to be filled, and journal entries to be written — but it's all fun! The final "project" of this course will result in a public performance, both for the school and the community at large. Remember: you can be yourself again after Winterim!

Limit: Maximum 15
Cost: $25.00

Computer Graphics and Mickey!

Most commercial design work is being created on computers. Computer Graphics and Mickey gives the student an opportunity to explore "Super Paint," a sophisticated drawing and painting software program.

Students will have specific assignments dealing with various aspects and special effects using this program. They will have an opportunity to study drawing, illustration, animation, and illusions.

A four-day field trip to Orlando, Florida, is planned. Students will visit Epcot Center with its outstanding architecture and imagineering lab. They will attend an all-day "Art Magic" class at Disney MGM Studios where they will have an opportunity to experience Disney "magic" firsthand including exciting new developments in virtual reality.

Limit: Maximum 14
Cost: $365.00 plus air fare

Dance-Modern/Jazz

This class involves the exploration and study of both modern and jazz dance techniques. Each class includes a full warm-up, cross-the-floor combinations, and center combinations. Dancers will experience a greater understanding of placement and movement in space. Basic dance experience is encouraged. (Completion of the freshman dance class is adequate preparation.)

Limit: Maximum 25
Attire: Leotard, barefoot tights, kneepads, jazz shoes optional, but advised
Cost: $30.00

Exploring Surface Design

Media: Clay, underglazes, clay tiles, procion dyes, silk scarves, silk screen, inks and fabric.

Method: Students will learn from past and present cultures the importance of embellishment and surface decoration. They will create their own original designs and repeat patterns that will then be silk screened on fabric. They will also work with clay creating beautiful vessels on which to engrave and decorate with colored clays and glazes. Hand rolled silk scarves will be painted with procion dyes by the Japanese method, and bisque tiles will be painted with colored underglazes and used as surfaces for tables, trays, or individual works.

Limit: Maximum 10
Cost: $50.00 (materials fee)

Figure Drawing

Work from a live model every day! A dream come true for the high school student who wants to improve her figure drawing skills! Though shorter in duration, this class is designed to simulate a college studio environment. Students will learn basic anatomy, be engaged in a variety of visual exercises and develop larger works from longer poses. Some outside drawing will be required.

Limit: Maximum 12
Cost: $50.00

Course Descriptions ~ Concentration In The Arts

From Stage to Silver Screen (or Who Has the Plate of Sardines?)

Are you interested in live theatre? Do you love to go to the movies? Did you know that some of the most popular movies of our time were originally produced for the stage? In this course we will look at the original stage productions of such plays as *Steel Magnolias*, *Noises Off*, *Children of a Lesser God*, and then explore the changes that occur as they are adapted for film. We will read scripts and view as many movies as is humanly possible in three weeks! Then we will analyze the plays and films through both class discussion and written analysis.

You'll be amazed at the changes that occur from stage to screen and the liberties filmmakers take! So pack your popcorn and a box of Kleenex and join in this amazing journey from page to stage to screen!

Limit: Maximum 20
Cost: $20.00

A Funny Thing Happened on the Way to The Globe

Shakespearean comedy derives much of its power from classical models; Plautus is clearly a definite influence. In this two-hour block, the first section of this class will be devoted to classical Roman comedy. This will be followed with scenes from Shakespeare's plays (and perhaps one or two full plays). The latter portion of each session will be spent discussing how Shakespeare translates the Roman comic element into Elizabethan terms. Frequently, contemporary films (such as comedies by Woody Allen and Neil Simon, for example), will show the progression of ideas from Rome through Shakespeare to the present day.

Limit: Maximum 20
Cost: $15.00

Guitar and Theory

Always wanted to play along with your favorite records? This course will provide not only specific guitar playing skills, but also the music theory needed to transpose songs into good singing keys. We will make side trips to music business establishments. Songwriting skills will be included for those who are interested in penning their own ballads. (Student must have guitar.)

Limit: Maximum 10
Cost: $25.00

Improv at 110%

Come lose your inhibitions, expand your creative forces, and eliminate unnecessary fears! This participatory class begins with creative movement and exercises to stretch the imagination through improvisations. This will lead to some unbelievable comedy matches that rely on your newly acquired improv techniques. You'll need some comfortable clothing, a wild imagination, and a great sense of humor!!

Limit: Maximum 20
Cost: $10.00

Introduction to Modern Art

If you have ever stared at a work of modern art and thought to yourself, "I just don't get it," you are not alone. During the last one hundred years, the old criteria of what a work of art ought to be have been discarded one by one in favor of a dynamic approach in which everything becomes possible. This has meant that modern art has often baffled and disturbed its audience, but it has also meant that our century has produced art unprecedented in its diversity of individual styles. This course provides an overview of developments in the visual arts since the end of the 19th century. The focus will be on painting, but we also will look at the sculpture, photography, architecture, and design of the modern era. The format will be slide/lecture with an emphasis on class discussion based upon written handouts.

Limit: Maximum 18
Cost: $10.00

Course Descriptions ~ Concentration In The Arts

Light and Color

Light and color is an introduction to flat panel stained glass construction using the copper foil method. Students will practice transferring patterns, cutting and shaping glass pieces, foiling and soldering while making a small light catcher. All material will be provided for this project. A second, larger project will be required with the opportunity for incorporating an original design. It will be necessary for the student to purchase additional glass and foil for this second project.

Limit: Maximum 10
Cost: $25.00

Portrait Drawing

Through a simple, straightforward approach, this course instructs students in one of the most interesting — and seemingly most difficult — areas of art study: the portrait. Many obstacles are overcome by learning the basic anatomy of the head and face, and through close scrutiny of general facial features. Students will learn these fundamentals through practice and study, and will apply that knowledge in a series of drawing exercises which become gradually more challenging. The culminating project will be a self-portrait.

Limit: Maximum 14
Cost: $15.00

Techie 2000

If you love theatre and want to learn what goes into building a set and running a show, then this is the class for you! You will learn how to use power tools, swing a hammer, drill, paint, build a flat, dutchman, leg a platform, etc. This class will help build the set for the Middle School production and will help run the show. This is an opportunity to help stage manage a show, run a spotlight or even run the light board. So whether you are an actress or techie, this participatory class will give you a chance to get "hands-on" experience in many or all of these areas. CAUTION: If you are unwilling to work hard and get dirty, this class is not for you!

Limit: Maximum 20
Cost: $25.00

Waves, Cones and Madame Matisse

Color enriches our world — it gives not only beauty, but has a function in our survival. This course will examine color through three different perspectives: physics, biology, and the arts. Through demonstrations, lab experiences, lectures, and discussions, we will answer questions such as, "What are colored lights and pigments? How do we perceive color? What biological functions does color have?" Students will look at historical associations of colors and theories of color in the arts. They will use some of the fundamental concepts to create a painting. There will be one field trip to a local art exhibit.

Limit: Maximum 16
Cost: $35.00

Course Descriptions ~ Concentration In The Humanities

As the World Turns

This discussion-oriented class is designed to give you background on recent events in the news. We will want to consider, "what is news?" and "why is the news so bad?" Each student will be expected to read a daily newspaper, a weekly news magazine, and watch local and national news programs. Possible guest lecturers will include members of the local media. Periodic quizzes and class participation will be the basis of evaluation.

Limit: Maximum 20
Cost: $10.00

Beyond Hate

Inspired by Bill Moyers' PBS documentary of the same name, this course will challenge us all to reflect seriously upon the nature, genesis and manifestations of hate, racism, and intolerance. Is hate an integral part of the imperfection of the human spirit? Why and under what circumstances does it manifest itself? What is to be learned from the unspeakable atrocities of the past — and the present? Where and why are hate and racism to be found in our world? What can we do? To stimulate serious personal reflection on these complex and emotionally charged issues, students will view portions of the Moyers video and other appropriate video clips, read various selected passages, participate in a panel discussion, and keep a personal journal. A final project will be required. (If scheduling and logistics allow, we will take a day trip to the Civil Rights Museum in Memphis.)

Limit: Maximum 25
Cost: $20.00

Creative Writing

Writers are not born under a special star; they live lives exactly like yours — the difference is they have learned how to truly look at their experiences and communicate them to others. Take this class and learn to express what is already hidden in the secret recesses of who you are.

Limit: Maximum 20
Cost: $10.00

Crossing the Border — The Spanish Speaking Immigrant in the United States

This course will address a significant portion of the North American population — the growing number of Spanish-speaking immigrants in the United States and in our own community. Through film, short stories, guest speakers, music, and a field trip to San Antonio, Texas, we will examine the ways in which the Spanish speaker has enriched our culture. Requirements for this course include reading short stories and a final project investigating a Spanish-American theme.

Limit: Maximum 20
Cost: $350.00

Food in Art and Literature: A look at the actual and symbolic use of food in selected works of art, film, and literature.

This class will begin with discussions of the symbolic importance of food in western culture. Students will read selections and view films (or excerpts from films), such as *Like Water for Chocolate*, and *Babette's Feast*, Petronius' description of a Roman banquet, medieval readings from *Fabulous Feasts* (with reports on the gilded birds, paper castles), excerpts from *Little Women*, *Emma*, *Great Expectations*, Joyce's famous short story "The Dead," etc. The class will be divided into three groups. Each week, special paintings such as Renoir's "The Boater's Luncheon" or Giorgione's "The Feast of the Gods"will be selected. These paintings will be discussed and then recreated (cooked and arranged) by that week's group (in costume, of course). Requirements include: reading selections, a paper on some aspect of dining/food (such as the medieval paper castles), participation in cooking and presenting the tableau, and a notebook/journal on the whole experience.

Limit: Maximum 20
Cost: $15.00

Course Descriptions ~ Concentration In The Humanities

From Stage to Silver Screen
(or Who Has the Plate of Sardines?)

Are you interested in live theatre? Do you love to go to the movies? Did you know that some of the most popular movies of our time were originally produced for the stage? In this course, we will look at the original stage productions of such plays as *Steel Magnolias*, *Noises Off*, *Children of a Lesser God*, and then explore the changes that occur as they are adapted for film. We will read scripts and view as many movies as is humanly possible in three weeks! Then we will analyze the plays and films through both class discussion and written analysis.

You'll be amazed at the changes that occur from stage to screen and the liberties filmmakers take! So pack your popcorn and a box of Kleenex and join in this amazing journey from page to stage to screen!

Limit: Maximum 20
Cost: $20.00

A Funny Thing Happened on the Way to The Globe

Shakespearean comedy derives much of its power from classical models; Plautus is clearly a definite influence. In this two-hour block, the first section of this class will be devoted to classical Roman comedy. This will be followed with scenes from Shakespeare's plays (and perhaps one or two full plays). The latter portion of each session will be spent discussing how Shakespeare translates the Roman comic element into Elizabethan terms. Frequently, contemporary films (such as comedies by Woody Allen and Neil Simon, for example), will show the progression of ideas from Rome through Shakespeare to the present day.

Limit: Maximum 20
Cost: $15.00

Harpeth Hall Mystery

"More fun than virtual reality." Experience, design, write, and execute a role-playing mystery at Harpeth Hall! Students will participate in a trial live-action-role-playing game (LRPG) and then brainstorm ideas for one they will create. The three weeks will be spent writing the script/scenario to be offered at the end of Winterim to the Harpeth Hall community. A possible trip to a mystery dinner theater is not included in the course fee.

Limit: Maximum 30
Cost: $5.00

Introduction to Modern Art

If you have ever stared at a work of modern art and thought to yourself, "I just don't get it," you are not alone. During the last one hundred years, the old criteria of what a work of art ought to be have been discarded one by one in favor of a dynamic approach in which everything becomes possible. This has meant that modern art has often baffled and disturbed its audience, but it has also meant that our century has produced art unprecedented in its diversity of individual styles. This course provides an overview of developments in the visual arts since the end of the 19th century. The focus will be on painting, but we will also look at the sculpture, photography, architecture, and design of the modern era. The format will be slide/lecture with an emphasis on class discussion based upon written handouts.

Limit: Maximum 18
Cost: $10.00

Course Descriptions ~ Concentration In The Humanities

Italian—Language of Love

The true language of love awaits you. Come learn to speak Italian in addition to learning about culture, history, geography, music, and cuisine. We'll watch an award — winning Italian film, listen to Italian rock music, and cook authentic Italian food. We'll learn about politics, economic growth, and admire Italian architecture. Course work includes grammar and geography quizzes and a final test.

Limit: Maximum 16
Cost: $15.00

Journalism: Logos II Winterim Edition

In this workshop course you will write, edit, photograph, and design a Winterim edition of Logos II. You'll learn the basics of interviewing, investigating school issues, and computer layout of graphics; you'll capture the life of the school in words and pictures. We'll put together a functioning newspaper staff with writers, photographers, editors, columnists, and cartoonists, and each student will take an active role in creating an actual newspaper. Field trips will include visits to *The Tennessean/Nashville Banner* and a print shop, but the focus of the course will be creating our own edition of Logos II.

Limit: Maximum 25
Cost: $10.00

Logic and the Evil Twin

The ability to resolve a paradox is at the heart of human intelligence. Beginning with Bertrand Russell's "Barber Paradox," we will explore the impact of logical self-reference on human thought and literature. The course will examine the role of the evil twin and the magic mirror in various works of fiction. Students will read several short stories and excerpts from Godel and Escher Bach by Douglas Hofstadter. Students will be expected to write about and discuss the reading.

Limit: Maximum 20
Cost: $10.00

Religions of the World

Whatever their own personal beliefs may be, Americans are at least vaguely familiar with the Christian and Jewish religious traditions. Most of us, however, are woefully ignorant of the other faiths which exist in our world. This course will examine the basic teachings of Hinduism, Buddhism, and Islam and will also take a brief look at Taoism, Confucianism, Shinto, and the Sikh religion. The format will be primarily lecture/discussion with occasional films and at least one field trip. Students will be responsible for daily reading assignments.

Limit: Maximum 20
Cost: $15.00

The Sixties

This course will focus on certain aspects of American culture during the turbulent decade of the 1960s. Among the topics will be the Vietnam conflict, the assassinations of John F. Kennedy and Martin Luther King, Jr., the growth of liberation movements (Black, Hispanic, Native American, and female), campus unrest, the emergence of a youth counter-culture, and new developments in art, literature, and music. Films, tapes, and other resources will supplement the lecture/discussion format.

Limit: Maximum 16
Cost: $15.00

Course Descriptions ~ Concentration In The Humanities

Three Faces of Eve: Women in Film

Explore the multi-faceted personae of the feminine spirit through contemporary films such as *Howard's End*, *Enchanted April*, *Thelma and Louise*, *The Turning Point*, or *On Golden Pond*. Students will be expected to respond to films in journals and class discussions, read one outside reading, and present a project at the end of Winterim.

Limit: Maximum 22
Cost: $10.00

When Bad Things Happen to Good People

A one-year old infant dies of liver failure; two teenagers die tragically in an automobile accident shortly after their graduation; a chartered jet carrying over 200 soldiers of the 101st Airborne Division crashes killing all aboard — millions of Jews, Catholics, Slavs, Gypsies, and others are tortured and killed following the demonic plans of a maniacal dictator.

In the face of such tragedies, the human response is seemingly universal. We all feel shock, disbelief, sadness, and a sense of loss. At the same time, there is something more deeply disturbing about this dark corner of the human experience that leaves us feeling at once vulnerable and outraged, and that ultimately causes each one of us at some moment to wonder "WHY?" This question cuts to the very core of what we believe about ourselves and about our world.

Through selected readings, primarily from Harold Kushner's book *When Bad Things Happen To Good People*, this course will attempt a serious if necessarily brief inquiry into the meaning and manifestations of human suffering; an inquiry as much intended to stimulate thought as to attempt definitive solutions. Guest speakers and a film will supplement the class discussions, during which students will be encouraged to share personal opinions and reflections as well as critical appraisals of the materials studied. Students are required to keep a journal.

Limit: Maximum 20
Cost: $20.00

Whodunnit — Literature and Logic

Was it the butler? Did it happen in the library with the candlestick? Read mysteries and challenge the powers of deductive reasoning made famous by Sherlock Holmes. After an introduction to formal logic, students will read, research, and write about fictitions and actual murder mysteries. A visit with a working gumshoe will be included.

Limit: Maximum 20
Cost: $10.00

Course Descriptions ~ Concentration In Math/Science

Astronomy/Astrology

Is the moon ever in the seventh house? Can Jupiter align with Mars? Have you ever wondered if there is any relation between these two subjects at all? Find out what both astronomers and astrologers are thinking of when they speak about the Zodiac!

This course will concentrate on the astronomy of our solar system and the constellations that can be seen with the naked eye. A history of humankind's study of the stars will be presented, with a foray into the underlying "principles" of astrology. Students may design a pre-Gallilean model of the universe and figure out where all the planets were at the time of their birth. (At least one evening class will be held.)

Limit: Maximum 12
Cost: $20.00

Bridges

What makes a good bridge? If you guessed "one that doesn't fall down," you are eligible for this course. Students will look at the art of spanning space from Pre-Roman times to the present. Each student will build three different bridges (simple arch, truss, and suspension) and test them for structural integrity. We will discuss some of the physics involved in structural engineering and try to understand the disaster of the Tacoma Narrows Bridge.

Limit: Maximum 12
Cost: $15.00

Chemistry and Nutrition

What did you eat for lunch? Did you know that you burn calories drinking water? What is the difference between a protein, a carbohydrate, and a fat? In order to find the answers to these questions and to discover the needs of your own body, come spend three weeks with us in the chemistry room.

Limit: Maximum 16
Cost: $5.00

Exploring with the Graphing Calculator

Learn to use your TI-82 or TI-85 and have fun at the same time! You will gain a deeper understanding of mathematics if you can find the results for yourself. This course will let you do just that. In addition, you will learn programming skills for your calculator.

There are a number of Computer Algebra Systems on the market. In this course you will examine one or two of these. Just imagine getting the computer to factor and multiply polynomials for you!

Limit: Maximum 20
Cost: $10.00

Fractals and Chaos

We will begin with the study of fractals: what they are, how they are generated, and how they relate to the natural world. Many natural objects, such as trees, broccoli, and mountains possess the qualities of fractals. Chaos involves the study of Julia sets, the Mandelbrot set, turbulence, and bifurcation diagrams, and it has applications in biology, economics, and medicine. Join the growing number of people fascinated with this fast-developing branch of mathematics! Students will read, write, discuss, and also work on the computer, viewing and exploring beautiful fractal images.

Limit: Maximum 20
Cost: $10.00

Fun with Fungi

Fungi play a significant part in the lives of every human being. The purpose of this course is to examine the world of fungi from both a human and a fungal perspective. Activities will include growing and fruiting different representative fungi, becoming familiar with the fungal kingdom, exploring how fungi are used for food and drink in different human cultures, and exploring the effect of fungal diseases on organisms including humans. The course will culminate in a graded project that will have both an experimental and a research component.

Limit: Maximum 16
Cost: $20.00

Course Descriptions ~ Concentration In Math/Science

Have Fun With Math

This course has been designed to emphasize creative problem solving in mathematics. Problems from different areas of mathematics will be presented. Problem solving in small groups will be the primary format of the class. Graphing calculators and computers will be used extensively. Students will be responsible for a group project at the end of the class and occasional reading assignments. So sign up and have fun with math!

Limit: Maximum 16
Cost: $10.00

Logic and the Evil Twin

The ability to resolve a paradox is at the heart of human intelligence. Beginning with Bertrand Russell's "Barber Paradox," we will explore the impact of logical self-reference on human thought and literature. The course will examine the role of the evil twin and the magic mirror in various works of fiction. Students will read several short stories and excerpts from Godel and Escher Bach by Douglas Hofstadter. Students will be expected to write about and discuss the reading.

Limit: Maximum 20
Cost: $10.00

Money Manager

Imagine you've just graduated from college and you have your first job. In this class, you'll learn about finding a place to live, dealing with credit cards, insurance, banking, and budgeting. You'll find out about food and living expenses, writing checks and keeping a checking account, saving and investing. You'll learn to use Quicken, the country's most popular home financial software. You'll encounter taxes, learn about social security and withholding, and you'll even learn to fill out income tax forms!

Limit: Maximum 16
Cost: $10.00

Probability and Statistics

Study probability and statistics using your graphing calculator and a computer. You will have an opportunity to collect and study your own data and draw your own conclusions.

Limit: Maximum 16
Cost: $10.00

Waves, Cones and Madame Matisse

Color enriches our world — it gives not only beauty, but has a function in our survival. This course will examine color through three different perspectives: physics, biology, and the arts. Through demonstrations, lab experiences, lectures, and discussions, we will answer questions such as, "What are colored lights and pigments? How do we perceive color? What biological functions does color have?" Students will look at historical associations of colors and theories of color in the arts. They will use some of the fundamental concepts to create a painting. There will be one field trip to a local art exhibit.

Limit: Maximum 16
Cost: $35.00

Weird Science: The Bizarre Universe of Einstein and His Pals

The more we discover about the nature of the universe, the more mysterious and intriguing the picture becomes. This course will examine such strange phenomena as quarks and quasars, black holes and "worm holes," relativity and the Big Bang Theory of the origins of the universe, as well as other more recent discoveries in the world of physics and astronomy. We will also look at the contributions of the past scientists such as Copernicus, Galileo, and Newton. The format will be primarily lecture/discussion, with at least one field trip to a local observatory. It will also include relevant films and presentations by outside speakers. Students will be responsible for daily reading assignments and one group project.

Limit: Maximum 18
Cost: $10.00

Whodunnit — Literature and Logic

Was it the butler? Did it happen in the library with the candlestick? Read mysteries and challenge the powers of deductive reasoning made famous by Sherlock Holmes. After an introduction to formal logic, students will read, research, and write about fictitious and actual murder mysteries. A visit with a working gumshoe will be included.

Limit: Maximum 20
Cost: $10.00

Course Descriptions ~ Concentration In Health/Life/Community

A Stitch in Time

Are you tired of stapling the hem of your uniform skirt? Do you search for safety pins to replace the button on your kilt? You can learn basic wardrobe maintenance skills in this course. You will begin by constructing and stocking your own personal sewing kit. From there you will shop for materials and construct at least two garments. As part of a service project, you also will construct a garment for a premature baby at Vanderbilt Hospital.

Limit: Maximum 10
Cost: $10.00

As the World Turns

This discussion-oriented class is designed to give you background on recent events in the news. We will want to consider: "what is news?" and "why is the news so bad?" Each student will be expected to read a daily newspaper; a weekly news magazine, and watch local and national news programs. Possible guest lecturers will include members of the local media. Periodic quizzes and class participation will be the basis of evaluation.

Limit: Maximum 20
Cost: $10.00

Beyond Hate

Inspired by Bill Moyers' PBS documentary of the same name, this course will challenge us all to reflect seriously upon the nature, genesis and manifestations of hate, racism, and intolerance. Is hate an integral part of the imperfection of the human spirit? Why and under what circumstances does it manifest itself? What is to be learned from the unspeakable atrocities of the past — and the present? Where and why are hate and racism to be found in our world? What can we do? To stimulate serious personal reflection on these complex and emotionally charged issues, students will view portions of the Moyers video and other appropriate video clips, read various selected passages, participate in a panel discussion, and keep a personal journal. A final project will be required. (If scheduling and logistics allow, we will take a day trip to the Civil Rights Museum in Memphis.)

Limit: Maximum 25
Cost: $20.00

Create a Strike

What to do??? It's Friday night — the girls' night out at the bowling alley — and all you throw are gutter balls! When the urge to bowl strikes, be prepared to turn your gutter balls into strikes. Impress your peers with your scoring ability. Join this class to learn that despite the "lovely" shoes, bowling is FUN!

Limit: Maximum 16
Cost: $35.00

Course Descriptions ~ Concentration In Health/Life/Community

Journalism: Logos II Winterim Edition

In this workshop course you will write, edit, photograph, and design a Winterim edition of Logos II. You'll learn the basics of interviewing, investigating school issues, and computer layout of graphics; you'll capture the life of the school in words and pictures. We'll put together a functioning newspaper staff with writers, photographers, editors, columnists, and cartoonists, and each student will take an active role in creating an actual newspaper. Field trips will include visits to *The Tennessean/Nashville Banner* and a print shop, but the focus of the course will be creating our own edition of Logos II.

Limit: Maximum 25
Cost: $10.00

The Lifetime Skills Class: CPR/Aerobics

This is a two-part course. Students will participate in daily aerobic classes and fitness training for half the class. The second half will provide the students with instruction and practice in first aid and CPR. Students who complete the necessary requirements will be certified in both first aid and CPR at the completion of the course.

Limit: Minimum 30, Maximum 70
Cost: $50.00

Money Manager

Imagine you've just graduated from college and you have your first job. In this class, you'll learn about finding a place to live, dealing with credit cards, insurance, banking, and budgeting. You'll find out about food and living expenses, writing checks and keeping a checking account, saving and investing. You'll learn to use Quicken, the country's most popular home financial software. You'll encounter taxes, learn about social security and withholding, and you'll even learn to fill out income tax forms!

Limit: Maximum 16
Cost: $10.00

Nashville: A City That Works

What does it take to make Nashville one of the most progressive cities in the nation? Students will explore the mechanics and techniques that lead to growth, new business, building roads and public buildings, and planning for the future. Field trips, interviews, guest discussion leaders, and individual research will help students understand how public and private interests, politicians, and business men and women, citizen action groups, and lawmakers interact to define the city Nashville will be ten or twenty years from now. Poverty, crime, schools, parks, recreation, social services, and health care are issues that will be investigated with visits to newspapers, the Metro Council, television stations, Metro Police headquarters, courts, banks, and the Chamber of Commerce. Students will be challenged to think realistically and practically about the academic lessons learned in civics, history, and economics.

Limit: Maximum 14
Cost: $20.00

Course Descriptions ~ Concentration In Service Leadership

When Bad Things Happen to Good People

A one-year old infant dies of liver failure; two teenagers die tragically in an automobile accident shortly after their graduation; a chartered jet carrying over 200 soldiers of the 101st Airborne Division crashes killing all aboard — millions of Jews, Catholics, Slavs, Gypsies, and others are tortured and killed following the demonic plans of a maniacal dictator.

In the face of such tragedies, the human response is seemingly universal. We all feel shock, disbelief, sadness, and a sense of loss. At the same time, there is something more deeply disturbing about this dark corner of the human experience that leaves us feeling at once vulnerable and outraged, and that ultimately causes each one of us at some moment to wonder "WHY?" This question cuts to the very core of what we believe about ourselves and about our world.

Through selected readings, primarily from Harold Kushner's book *When Bad Things Happen To Good People*, this course will attempt a serious if necessarily brief inquiry into the meaning and manifestations of human suffering; an inquiry as much intended to stimulate thought as to attempt definitive solutions. Guest speakers and a film will supplement the class discussions, during which students will be encouraged to share personal opinions and reflections as well as critical appraisals of the materials studied. Students are required to keep a journal.

Limit: Maximum 20

Cost: $20.00

Albert Schweitzer said, "I do not know what your destiny will be, but this I do know...the only ones among us who will truly be happy are those who have fought for and found a way to serve."

Historically, independent schools have supplied their communities with outstanding volunteer leadership in the arts, politics, social service, and education. Ward-Belmont and Harpeth Hall women have led the Nashville community, fulfilling major roles and supplying countless hours of informed, vital service to enhance the lives of all of us.

What is service leadership? Where do I fit in? What does the community need from me? Will serving really make me happy?

Examining these questions and taking a major service role in the community for three weeks will be at the heart of this concentration. Since this is a double concentration (two blocks) students taking it will participate in one additional concentration. Freshmen and sophomores are eligible. Freshmen electing this concentration will be required to complete five concentrations, rather than six, by the end of the sophomore year. Students will have a service assignment before the classes begin, after an interview with Mrs. Fuller, to match interests and offerings. Students will keep a daily journal.

Cost: $30.00

Junior/Senior Program Requirements

Every student is required to earn one-half credit each Winterim she is a Harpeth Hall student. Juniors and seniors may earn this credit by successfully completing an academic travel program, work/study program, or an independent study program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grade, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio which will be given to her at the end of her senior year. Each student is required to spend a **minimum of six hours daily** involved in her work or project. Time provided for lunch breaks **is not** included in this minimum six hour requirement.

The grading system for the off campus program will be a pass/fail system. Each student will be required to submit work from her program to be included in her Winterim portfolio. The pass/fail system will follow these guidelines:

HP (High Pass)	Exceptional
P (Pass)	Good
LP (Low Pass)	Acceptable Minimum
F (Fail)	Fail
NC (No Credit)	No credit given those who are unable to complete the requirements due to illness.

Registration

Juniors and seniors may apply for a Winterim program by completing one of the forms in the back of this catalog and submitting it to Mrs. Fuller. Students should check with Mrs. Fuller or the appropriate faculty supervisor about their plans before filling out their applications.

Junior/Senior Program Requirements

Work/Study Placement

The information requested on the Work/Study Application Forms on pages 35 and 37 of this catalog must be provided in full and the forms signed by the student, the parents, and the faculty work/study supervisor before turning one in to the Winterim office and the other in to the faculty work/study supervisor on or before October 18, 1995. It is important that the information about the community sponsor be complete and correct and that the parents and students understand the responsibilities they are accepting when they sign the form.

Independent Study

Students wishing to pursue an independent study program should work with Mrs. Fuller or a faculty advisor to develop a proposal that will meet the requirements outlined on the Independent Study Application Form in the back of this catalog. The proposal should be submitted along with the completed form to Mrs. Fuller no later than October 18, 1995.

All work/study and independent study applications must be signed by each of the following:

1) The faculty member supervising that work/study or independent study program

2) The student

3) The student's parents

Academic Travel Programs

To reserve a place on an academic travel program, a deposit in the amount stated on page 31 **must be given personally to Mrs. Fuller on or before September 27, 1995.** This check represents the first of three payments for the desired travel program and is fully refundable only if the program is cancelled. The student should complete the Application/Agreement Release Form (page 47-48) and turn it in to Mrs. Fuller with the initial deposit. Availability of space on any travel program is determined on a first-come, first-serve basis. All travel agreements should be signed by the student and her parents.

Registration Deadline for Travel Programs:
September 27, 1995
Registration Deadline for Work/Study Programs and Independent Study Proposals:
October 18, 1995

Work/Study Program

Throughout the existence of Winterim, some of the most meaningful experiences have been the result of involvement in the work/study program. In this program, juniors and seniors have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by practical experience, but of equal value is the realization that a career choice is, in fact, unsuitable.

The work/study program is an apprenticeship arrangement with our community and, for the most part, depends upon the willingness and concern of the prospective community sponsor. The determining factor as to the availability of positions and the continuation of the program is the individual student. Every year work/study participants must prove their seriousness and their responsibility to their sponsors and to the community-at-large. Words are not enough. Students must show their initiative, be prompt and regular in attendance, and be conscientious in the performance of their tasks. Genuine enthusiasm and interest will communicate student attitudes most effectively.

While many work experiences offer real hands-on activities for Harpeth Hall interns, other placements are valuable for the general atmosphere of the work site and the opportunity to observe professionals as they perform their duties. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective work/study sponsors is essential. During a required interview prior to January, students and sponsors must become familiar with each other's understanding of the program and expectations about the proposed placement. It is important that students formulate a clear picture of the duties they will be expected to perform and develop a realistic idea about the limitations and responsibilities accompanying their internship in a professional situation. **Careful attention to goals and objectives in advance will enhance the chances for a successful work/study experience in January.**

In the past many career areas have been explored. However, options open to a student for Winterim '96 are not confined to those placements available in the past. The possibility of any placement actually originates with the student herself. **The parents are strongly encouraged to assist the student in choosing an area of interest.** Students then need to check with the appropriate adult supervisor for guidance in placement.

Every effort will be made to help the student assess her interests and capabilities, establish reasonable expectations, and locate worthwhile positions. If a student has difficulty identifying a work/study area, Mrs. Fuller will be happy to help her.

In preparation for application for participation in the work/study program and consideration of a specific placement, both the student and her parents must carefully review the following:

1) *Participation in this program requires work and regular daily attendance. Students are expected to be present a minimum of* ***six hours daily****.*

2) *Placements are voluntary and* ***pay must not be accepted*** *for work during January.*

3) *Placements should have educational benefits, and non-education experiences should be avoided.*

Work/Study Program

4) *Students **are not** to seek work/study placements with family members (father, mother, aunt, uncle, grandparent). Only under very **unusual** circumstances will these work/study programs be approved. Any request for such approval must be directed to Mrs. Fuller.*

5) *Placements will not be approved with any community sponsor where the student has been previously employed or has worked as a volunteer. **Failure to adhere to this guideline will result in an automatic F.***

6) *The amount of responsibility and activity involved in a placement should be assessed and understood in advance by students, parents, and community sponsors.*

7) *The hours of attendance requirements of the community sponsor may exceed the minimum set by the school.*

8) *Transportation arrangements demanded by the location of the placement are the responsibility of the student and/or her parents.*

Students are responsible for understanding and accepting the above requirements as they consider their choices in the work/study program.

The process of developing a work/study program is long and complex. It involves the student, the parents, the faculty, and the community and it may take months to finalize. In general, the process involves four stages: clarification, preparation, implementation, and evaluation. The outline below is included here in order to familiarize students and parents with this process prior to their commitment to a work/study program.

Stage I: Clarification

1. *A student must begin early to assess her interests, goals, and expectations. After consulting with her parents, Mrs. Fuller, and the designated faculty supervisor, a decision must be made as to the type and location of placement desired.*

2. *Once the student has arranged her work/study position she must fill out the two work/study application forms in the back of the catalog. These forms must be signed by the parents and the faculty supervisor responsible for the particular work/study area. One of the forms is to be returned to the Winterim office and the other form is to be given to the faculty supervisor. These forms include information concerning general work/study responsibilities, snow day policies, and absentee procedures. **The student and parent signatures denote an acceptance of these conditions.***

Work/Study Program

Stage II: Preparation

1. *After a student's application for the work/study program is accepted, she will prepare a personal resume, including a statement of goals and expectations. At this time the supervisor will help her finalize her placement, prepare the resume, due before November 1, 1995, and prepare for the interview (outlined in number 3 in this section).*

2. *Late in the fall a letter from the school will be mailed to the community sponsor which will include details of the arrangement, appropriate names, addresses, phone numbers, and a copy of the student's resume. Students will receive a copy of this letter.*

3. *Each student must have a personal interview with her community sponsor before December 7. Forms to be completed by the student following the interview will be available from the faculty work/study supervisor and must be filled in and returned to that supervisor upon completion of the interview. This form will summarize the student's accepted responsibilities and outline as specifically as possible the expected activities.*

4. *If requested by the community or faculty sponsor, students may need to do some reading, observing, or vocabulary work prior to January.*

5. *Workshop sessions will be arranged prior to January 2 if requested by the community sponsor.*

Stage III: Implementation

1. *A student should expect, in most situations, two visits from her faculty supervisor during her three weeks, although this may vary according to the specific assignment.*

2. ***The policy of school closings for snow days does not apply to work/study placements.*** *If the place of employment is open for work, the student is expected to be present. Faculty supervisors must approve any absence excused by a community sponsor. Only if the place of employment is closed because of weather is the day's absence automatically excused.*

3. *All absentees should be reported daily to the community sponsor, the school office, or the supervising teacher.*

Stage IV: Evaluation

1. *The evaluation procedure begins* ***immediately*** *following the close of Winterim. The purpose of the evaluation is to promote good community relations and to insure continuing programs.*

2. *Each student will be required to keep a daily journal and to write an evaluation of her Winterim experience. Journals will be kept in a notebook provided by the school and distributed to the student with a copy of the confirmation letter. The evaluation form with guidelines will be enclosed in this notebook. Both journal and evaluation forms* ***must*** *be turned in to the faculty work/study supervisor on Monday, January 23, 1995.*

Final Dates

Work/Study Programs

Area Commitment: October 3, 1995
Application Form: October 18, 1995
Resume: November 1, 1995
Interview: December 11, 1995
Journal/Evaluation: January 22, 1996

General Requirements For All Work/Study Students

Eligibility

Juniors and Senior Students

Attendance

Any student off campus on work/study programs will be present for the duration of her daily schedule. Two unexcused absences for any portion or all of the student's daily schedule will result in a failing grade. If the student's place of employment is closed due to weather, the day will not be counted as an absence. **If a student's community sponsor is open for work, the student is expected to be present. Inclement weather does not provide an excused absence.**

Absences approved by community sponsors must first be received and approved by the faculty supervisor. Failure to follow this procedure will result in an unexcused absence.

Any student who is absent without both parents' and the school's knowledge and permission will be suspended and placed on probation.

Transportation

A work/study student is expected to provide her own transportation to and from work. If road conditions are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should **not** undertake a work/study assignment.

Guidelines

It is the student's responsibility to understand, accept, and communicate to the community sponsor information concerning the guidelines of the work/study program. These details include minimum hours, dress, attendance, rules, and salary policies.

In addition, the confirmation letter written by the school to the community sponsor will also state the guidelines of the work/study program including minimum hours, dress, attendance, rules, and salary policies. The student will receive a copy of this letter.

It is the student's responsibility to adhere to all of the guidelines outlined for the work/study program by the school, particularly, dates for commitment, resume, and interview. Failure to do so will result in an on-campus placement.

Established Programs: Possible Options For Work/Study

1) Science and Medicine

— Mrs. Legare Vest

This work/study program is designed for any student with a strong science background and career goals in a science related field. The variety of experiences available include basic medical research, industrial science, environmental science, veterinary medicine, and engineering.

All science apprenticeships must be cleared through the faculty supervisor. A student is encouraged to explore possible opportunities for a placement and then ask the faculty supervisor to make the initial contact with a community sponsor. The faculty supervisor will make every effort to work out an agreement with this sponsor.

2) Special Education and Psychological Services

— Dr. Heath Jones

This work/study program is designed for a student interested in various aspects of psychology and special education. Possible programs include working with mentally retarded, physically handicapped, emotionally disturbed, or learning disabled children. Other possible situations include active participation in daycare centers, education programs for special community groups, and psychological or victim assistance services. Arrangements will be made with local schools, agencies, and institutions to provide students with practical experience in their chosen area. All placements of this type must be cleared through Dr. Jones.

3) Theory and Practice of Teaching: Student Teaching

— Mrs. Susan Baughman

This work/study program is designed for the student who desires to explore the teaching profession as a possible career. After October 3, 1995, the student will meet with Mrs. Baughman on a regular basis in order to help her identify her role and responsibilities in the school where she will be working. During January the student will work in a local school under the direct supervision of the cooperating school and the indirect supervision of Mrs. Baughman.

When filling out her registration form, the student is asked to state her preference, if any, of school, grade, and subject area. Every effort will be made to locate the student in the school and area she desires. However, the student needs to be aware that such specific arrangements are not always possible. All student teaching assignments will be made by Mrs. Baughman.

Established Programs: Possible Options For Work/Study

4) Law and Government

— Mr. Tony Springman

This work/study program offers a student interested in a career in this area of the working world an opportunity to observe first hand and to gain valuable experience as an assistant in a variety of placements. Mr. Springman will help a student focus on her interests and identify a suitable position. These placements include assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing in various law enforcement agencies. A student should check with Mr. Springman before she makes an initial contact with a community sponsor.

5) Business, Financial Service, Merchandising

— Mrs. Pat Moran

This work/study program is designed for a student interested in gaining work experience in the world of business. Possible placements include positions in banks, retail stores, data processing centers, and insurance offices. A student is encouraged to develop her own contacts, but if that is difficult, Mrs. Moran will try to arrange a position which is compatible with the student's interests.

6) Media, Advertising and Public Relations

— Mrs. La-Joe Mulgrew

This work/study program is designed for a student who is interested in a career in media and/or communication. In order to avoid duplications, any student who desires a placement in this program should contact the faculty supervisor before she makes any contact with a possible community sponsor.

7) Internships in Washington, D.C.

— Mrs. Emily Fuller

These work/study programs in our nation's capital are varied. Some are on Capitol Hill, others in the Smithsonian or in museums. These programs are designed for mature, responsible students; therefore, any students who wants to apply for placement in this program should make an appointment with Mrs. Fuller in September. Students must make a commitment to this program on or before October 3, 1995.

In addition to being an exciting work/study opportunity, the Washington internship program is designed so that students will take advantage of the many cultural and historical offerings in the Washington area.

Independent Study Programs And Other Programs

Independent Study Program

Participation in independent study projects will be limited to juniors and seniors who have submitted a proposal and secured the approval of a sponsoring teacher and/or departmental chairman.

The student wishing to pursue an independent study should complete the Independent Study Application Form located in the back of this catalog and prepare a proposal meeting the requirements outlined on the form. Interested students are encouraged to work with Mrs. Fuller or a faculty member in preparing their proposal. The deadline for applications for independent study is October 18, 1995.

Independent study projects may be pursued both on and off campus. Sponsoring teachers require frequent reports or discussions with the participating student and a final written presentation or performance is required.

Other Programs

There are other opportunities available through Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School. Information is available in the Winterim office. Interested students should make an appointment with Mrs. Fuller in September.

Dance Intensive

– Ms. Leslie Matthews

Live the life of a dancer for three weeks by immersing yourself in daily classes focusing on aerobics, strength training, nutrition, dance technique classes with Ms. Matthews and other local teachers, studying improvisation and choreography, watching dance videos and taking advantage of area dance workshops and performances. The days will be long but rewarding with incredible growth in dance. If you love dance and have ever dreamed of living the life of a dancer, get ready for one of the most challenging and profitable three weeks of your life!

Limit: Maximum 8

Cost: $200.00 to cover master class teachers, videos, and performances

Academic Travel Programs

The philosophy that there is no substitute for direct experience supports the academic travel options offered during Winterim. Whether students are observing different cultures or refining skills which were first introduced in the classroom, the experience is invaluable. The benefits of leaving their comfortable niches, using their abilities in new ways, and traveling or working with a group cannot be measured. Each of the travel programs offered this year has a different focus offering a variety of learning opportunities.

The Marine Biology Program in the Florida Keys offers students a residential field trip experience emphasizing marine science and environmental education. **The New York Program** offers students with a special interest in drama an opportunity to expand their skills and knowledge in the "Big Apple" itself. **The French Program** begins with several days in Paris and concludes with a homestay in Issoudon, where participants attend classes with their host sister or brother and take side trips to several Loire Valley châteaux.

All participants of the academic travel programs are required to attend and actively contribute to pre-departure orientation sessions. These meetings are a vital part of the total learning experience and are arranged so as to better prepare the student for the sites and experiences of her trip. **Failure to attend any three of these meetings without written permission from the program sponsors and approval from Mrs. Fuller will result in a disciplinary violation. Failure to attend a fourth session will result in a detention.** If a student earns two detentions due to unexcused absences from pre-travel orientation sessions she may, at the discretion of the school, be asked to withdraw from the program. Any refund of payment will be made on the basis of the date of the second detention and the cancellation and refund policy of the travel agency who holds the contract for that particular program.

A daily journal and written report/evaluation of her travel experience is due on Monday, January 22, 1996. Journals will be kept in a notebook provided by the school and distributed to the student with a guideline for the written report. The journal and the written report should be given to the trip chaperones. The written evaluation or a journal entry may become a part of the student's portfolio.

Academic Travel Programs

Even with careful pre-planning and continual rechecking, the exact cost of an academic travel program is difficult to establish six months ahead of time. Because of the fluctuations of the dollar on the foreign exchange and the very real possibility of changes in airfares, fuel costs, and foreign taxes, all costs for travel are approximate. As a result, there could be some fluctuation in the costs quoted at this time. Parents will be notified of any change in cost before the November date for final payment.

Harpeth Hall travel offerings are learning programs and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, is an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality and quantity of the program.

In planning a travel program, it is vital that we have a firm commitment from those who wish to participate. Each program, therefore, requires a non-refundable deposit with registration on or before September 27, 1995. In order to take advantage of the lower air fares, a second payment will be due by October 26, 1995. These deposits are not refundable unless the program is cancelled by Harpeth Hall. Refunds will be made on the basis of the date of program cancellation and the refund policy of the travel agency who holds the contract for that particular program. Trip cancellation insurance can be purchased in order to protect against losses due to cancellation.

Full payment for travel programs will be due November 21, 1995. After that date, no individual refunds can be made except in the cases of severe illness or emergency, with the final decision on refund resting with the school. In no case is the payment refundable if withdrawal occurs within the week prior to departure.

Parents may also want to know that our regular student accident insurance is extended to 24-hour coverage for all participants throughout the period of the travel program.

Payment Schedule For All Travel Programs

Payment Schedule for All Travel Programs

1) Due on or before Wednesday, September 27, 1995: a non-refundable deposit of $1,000.00 for the French program, $600.00 for the Marine Biology program, and $600.00 for the New York program.

2) Due on or before Thursday, October 26, 1995: a second payment of $800.00 for the French program, $500.00 for the Marine Biology program, and $500.00 for the New York program.

3) Due on or before Tuesday, November 21, 1995: final, full payment of balance for all travel programs.

Make checks payable to Harpeth Hall School. All checks should be given to Mrs. Fuller, not the Business Office.

All the World's a Stage! New York, New York

Mrs. Janette Fox Klocko

Drama students will have the wonderful opportunity to learn and explore their love of theatre. There will be workshops, led by New York professionals, designed to focus on characterization, scene study, improvisation, and the aesthetic experience itself.

Preparatory classes will meet daily the first week of Winterim for intensive preparation for what we will experience in the "Big Apple." Prior to this week, students will be required to read the scripts of the shows they will see. Time will be spent discussing and analyzing the shows and preparing any monologues or scenes for the workshops in New York.

With footlights in our eyes and eager anticipation, we will dive head first into the big city. We will see two Broadway musicals, one Broadway comedy or drama, and one off-Broadway performance. We will have the opportunity to meet with cast members, technicians, and other members of the creative staff. We will tour Lincoln Center, NBC studios, the Metropolitan Museum of Art, Greenwich Village, South Street Seaport, Soho, and Fifth Avenue! We will also eat at one of New York's famous theatre restaurants.

When we return, we will spend our final week discussing, analyzing, and absorbing all that we have seen and learned. Students will keep a journal throughout the entire Winterim period to document their preparatory work, their actual experiences in New York, and their creative ideas, thoughts, and insights. Students will also write a critique of each show.

Dramatic creativity will be challenged by workshops and nurtured by Broadway performances. If you love theatre, then this will be the time of your life!!

Eligibility

11th and 12th grade students with good academic and citizenship standing While it is not mandatory that a student currently be enrolled in a drama class, some past interest is expected of all participants. Attendance at the on-campus preparatory courses is required.

Cost

$1,400.00 plus air fare (based on 6 participants) includes hotel accommodations, all workshops and seminars, four theatre tickets, transfer taxes, and all entrance fees. NOT INCLUDED are city transportation expenses, meals, spending money, and air fare.

Payment

1) A non-refundable deposit of $600.00 to secure a reservation on or before September 27, 1995;
2) a second payment of $500.00 due on or before October 26, 1995;
3) final full payment of balance due on or before November 21, 1995.

Dates

Depart Nashville Saturday, January 6, 1996, and return to Nashville Sunday, January 14, 1996.

Marine Biology in the Florida Keys

Dr. John Hopple and Mrs. Legare Test

The Newfound Harbor Marine Institute specializes in offering a residential field trip experience with emphasis on marine science and environmental education. NHMI is located in the Florida Keys on Big Pine Key which is adjacent to the Coupon Bright Aquatic Preserve and five miles from the Looe Key National Marine Sanctuary — ideal for marine studies and research. A fleet of eight oceanographic research vessels for hands-on field oriented programs in the Keys, thriving shallow bays and colorful coral reef tract will be at our disposal. Back on shore we will participate in laboratory studies to reinforce the material.

Sites of study include mangroves, sea grass beds, mixed algae communities, spongeflats, rocky intertidal zone, soft corals, patch coral reefs, Bank reef (Looe Key National Marine Sanctuary). Terrestrial communities include tropical hardwood hammock, cactus hammock, freshwater slough, pine/palmetto woodland, and Key Deer National Wildlife Refuge.

Students will spend two days in classroom preparation prior to departure.

Eligibility

Juniors and Seniors enrolled in an AP science course will be given first preference. Students must pass swim test.

Accommodations

Cabins on the campus.

Cost

$1,350.00 plus air fare. Includes accommodations, and all meals except four evening meals. Also not included are air fare and personal expenses.

Payment

1) A non-refundable deposit of $600.00 to secure a reservation on or before September 27, 1995
2) a second payment of $500.00 due on or before October 26, 1995
3) final full payment of balance due on or before November 21, 1995.

Dates

Depart Nashville Friday, January 5, 1996, and return to Nashville Thursday, January 18, 1996.

Winterim-en-France

Mr. Paul-Leon Tuzeneu

The Winterim-en-France adventure begins in Paris, still in festive holiday apparel. This year we plan to stay in a hotel in the heart of Paris, the Marais District. Notre-Dame, the Sainte-Chapelle, the Seine, the Centre-Pompidou — all of these and much more will be only a block or two away. After learning how to get around Paris without getting lost, we shall, as a group explore parts of Paris each morning: the Latin Quarter with the Sorbonne, the Musée de Cluny; the Louvre, Musée D'Orsay, the Arc de Triomphe, the Eiffel Tower; Les Invalidés, and Montmartre; the list is endless and we will add a day trip to Versailles. The students will be on their own (in groups of two or more) for lunch and for most of the afternoon. During their free time many keep exploring, and some shop or sit in a cafe where Hemingway and Fitzgerald used to sit, drinking in the atmosphere of Paris.

After meeting again for dinner in the restaurant associated with our hotel, we shall set out as a group for the evening's entertainment. As in past years, we shall take advantage of the best that Paris offers that week in the way of ballet, theatre, cinema, whatever-and to top it off, a terrific "diner gastronomique" in one of Paris' fine restaurants.

We finish the January part of the program with a home-stay in Issoudun, France, giving Harpeth Hall students a unique opportunity to become part of a French family at the best time in their lives for this experience. (Later on, as in college programs, one goes as a paying guest or tenant, and the relationship established is quite different.)

Issoudun is in central France on a direct train line from Paris, in the heart of the château country. Each girl has a French "brother" or "sister" about her own age in the family when possible. During the school day, she attends classes at the lycée —a large, public high school — with her correspondent, meeting new friends and participating fully in the life of the school. In addition to the regular academic classes, girls may go to a cooking class, a dance class, or another special interest class. English classes are usually great fun, as the girls become resident "native speakers," and "help" the French with their American accents.

Once a day the Harpeth Hall group meets together — for helpful language practice, for discussion of what the students have observed in their families or in the town, and for preparation for the many excursions we take in the town and surrounding areas. We take at least two major excursions outside the home-stay town: to see several great châteaux in the Loire Valley and to visit other major areas of interest depending on our interests and schedules. The students are asked to undertake certain projects by the sponsoring Harpeth Hall teachers. Each project is designed to help the student become more aware linguistically or culturally of the people with whom she is living.

Although the first day or two may seem a bit strange, our girls very quickly find themselves completely at home in their new surroundings. Since most of the transportation is by foot, they soon know their way around as if they had always lived there — to the post office, to every "pâtisserie" at first and then, to their favorite "pâtisserie" after a few days, and to the café in which their French friends stop on the way home from school. They help with the shopping, and usually try to fix a "dîner américain" for their families once during their stay.

The departure is usually tearful, but once we return to Nashville, our experience will not be quickly forgotten, due to an exchange of letters which usually takes place with French friends.

Each family sending a student to France should be willing to make the commitment to receive in the spring a French visitor from the family in which the Harpeth Hall student stayed. (The family need not stay in Nashville during the whole visit, but must be responsible for its guest for that period.) Upon registration for the January home-stay, each Harpeth Hall student will sign up individually to host her French friend on a return visit or to forego that opportunity. The decision to invite the French student to Nashville will be a firm commitment.

Eligibility

Juniors and seniors currently enrolled in third-year French, or who have had three or more years of French. (Preference is given to French V, then IV, then IIIA.) Those with less French may check with Mr. Tuzeneu about the possibility of going.

Cost

$2,300.00 (based on 8 participants). This includes air fare, hotel accommodations, rail transport, bus tours in Paris and to the château country, museum fees, and metro tickets for group excursions and evening entertainment in Paris. This does not include lunches in Paris and some lunches in Issoudun, Paris transportation other than as part of a group activity, or other personal spending money. This price may change slightly due to unstable economic conditions in France.

Payment

1) A non-refundable deposit of $1,000.00 to secure a reservation on or before September 27, 1995;
2) second payment of $800.00 due on or before October 26, 1995;
3) final full payment of balance due on or before November 21, 1995.

Dates

Depart Nashville on Tuesday, January 2, 1996, and return to Nashville on Thursday, January 18, 1996.

Freshman/Sophomore Registration Form 1996
Winterim On-Campus Program

(Last Name first)

Date

Concentration (Check three and number in order of preference, unless you are choosing the Service Leadership concentration. In that case, check only it and one other.)

☐ **ARTS**

1st choice

2nd choice

3rd choice

☐ **HUMANITIES**

1st choice

2nd choice

3rd choice

☐ **MATH/SCIENCE**

1st choice

2nd choice

3rd choice

☐ **HEALTH/LIFE/COMMUNITY**

1st choice

2nd choice

3rd choice

☐ **SERVICE LEADERSHIP**

Parent(s)'s Signature

Date

Advisor's Signature

Winterim Off-Campus Work/Study Program Application Form 1996

Date _____

Name (last name first) _____

Class _____

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor (name of organization) _____

Community Supervisor (name and title of person supervising) _____

Business Address _____

City _____ State _____ Zip _____

Phone _____

STATEMENT OF RESPONSIBILITIES

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim work/study apprenticeship. I am willing to abide by the rules for attendance and I understand that I am responsible for my own transportation to and from work. I will notify my employer and my faculty supervisor if I will be absent from work.

Student's Signature _____

I/we, the parent(s) of _____ understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 1996. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent(s)' Signature _____

Faculty Supervisor's Signature _____

Winterim Off-Campus Work/Study Program Application Form 1996

Name (last name first) _____

Class _____

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor (name of organization) _____

Community Supervisor (name and title of person supervising) _____

Business Address _____

City _____ State _____ Zip _____

Phone _____

STATEMENT OF RESPONSIBILITIES

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim work/study apprenticeship. I am willing to abide by the rules for attendance and I understand that I am responsible for my own transportation to and from work. I will notify my employer and my faculty supervisor if I will be absent from work.

Student's Signature _____

I/we, the parent(s) of _____

understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 1996. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent(s)' Signature _____

Faculty Supervisor's Signature _____

Application for Independent Study~Winterim 1996

Name _____

Class _____

Study Area _____

Supervisor _____

INDEPENDENT STUDY PROPOSAL GUIDELINE:

1) ***Introduction*** *– Describe the subject of your proposed independent study, the overall purpose of your study and the rationale for using your Winterim time for this study.*

2) ***Goals and Activities*** *– Outline specifically the goals you expect to achieve during the Winterim period and in what activities you will be involved to reach these goals.*

3) ***Evaluation*** *– Explain who will evaluate your progress and how you will be evaluated. (Will you write a paper, perform, or create or produce a work of art?)*

The proposal should be written legibly or typed in good grammatical form and attached to this completed form when submitted to Mrs. Fuller.

STATEMENT OF RESPONSIBILITIES

I understand that I must be involved in the activities described in my proposal every day of the Winterim period for at least 6 hours a day or 30 hours a week excluding lunch and that I will stay in regular contact with my Winterim supervisor. Furthermore, I understand that my Winterim grade will depend upon my ability to follow the guidelines of my proposal and my supervisors evaluation of the quality of my work.

Student's Signature _____

Parent(s)' Signature _____

Faculty Supervisor's Signature _____

Date _____

Application for Travel:
Winterim 1996~Agreement and Release

I, or we, the undersigned parent (s) (or guardian) of _____, a student at Harpeth Hall School, hereinafter referred to as "Student", for and in consideration of said school undertaking the sponsorship and supervision of a trip to _____ as a part of the school's Winterim program, in which Student is a participant, agree as follows:

1) I (or we) release the school and/or its employees from any claim for injury, damage, or loss caused by the act or omission of any third party such as an air carrier, travel agency, hotel, or any other firm or individual not under the control or direct supervision of the school.

2) I hereby grant the school and its employees and agents full authority to take whatever actions they may reasonably consider to be warranted under the circumstances regarding Student's health and safety, and I fully release each of them from any liability for such decisions or actions as may reasonably be taken in connection therewith. I authorize the school and its agents, at their discretion, to place Student, at my expense and without my further consent, in a hospital within or outside the United States for medical services and treatment, or if no hospital is readily available to place Student in the hands of a local medical doctor for treatment. If deemed necessary or desirable by the school or its agents, I authorize them to transport Student back to Nashville, Tennessee, by commercial airline or otherwise at my expense for medical treatment.

3) Student understands that this is a supervised program and that group standards must be observed. She will at all times remain under the supervision of the school and its agents and will comply with the school's rules, standards, and instructions for student behavior. I hereby waive and release all claims against the school and its agents, both on behalf of myself and Student, arising out of her failure to remain under such supervision or to comply with such rules, standards, and instructions. I agree that the school shall have the right to enforce appropriate standards of conduct, and that it may at any time terminate Student's participation in the school's program for failure to maintain these standards or for any actions or conduct which the school reasonably considers to be incompatible with the interest, harmony, comfort, and welfare of other students. If Student's participation is terminated, I consent to her being sent home at my expense with no refund of fees.

4) On group tours or other activities arranged by the school, Student will accept the will of the majority whenever a matter of choice is presented to the group. Student will also accept in good faith the instructions and suggestions of the school or its agents in all matters relating to the program or the personal conduct of program participants.

5) I understand that the school reserves the right to cancel programs due to an insufficient number of participants or otherwise to make alterations in programs and itineraries as may be required. In addition, I understand that the school's program charges are based on currently applicable tariffs, government regulations and currency exchange rates and are subject to minor changes depending on the tariffs, regulations and rates in effect at time of departure.

6) All references in this agreement to "the School" and "its agents" shall include the school and all of its officers, directors, staff members, campus directors, chaperones, group leaders, and employees. All references herein to the "parents" of the applicant shall include the legal guardians or other adults responsible for the applicant, where applicable.

(continued)

Student has no health problems about which the school should be informed except as follows:

The Student joins in the Agreement and Release to the extent of her legal authority to do so.

This _____ day of _____, 19____.

Student's Signature _____

Parent(s)' or Guardians' Signature _____

During the activity, I may be reached at:

Address _____

Phone # _____

If I cannot be reached in the event of an emergency, the following person is authorized to act in my behalf:

Name _____

Address _____

Phone # _____

Relation to participant _____

Physician's name and phone _____

Additional remarks: _____

The Harpeth Hall School

winterim

1997

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The Harpeth Hall School

Mission Statement

Harpeth Hall, an independent college preparatory school for young women, offers a traditional curriculum designed to challenge each student to her highest intellectual and creative abilities. The school's program strives to develop in each young woman the skills, self-esteem, and confidence for having a successful college experience and for meeting the challenges of the future. Harpeth Hall is committed to a single-gender environment wherein each student can be equipped, nourished, and motivated to meet her greatest potential for learning as well as for living.

Goals

1.) To develop within each student the motivation necessary for productive study and a commitment to learning as a lifelong endeavor

2.) To provide a strong liberal arts education that will foster the student's awareness and realization of her academic potential and prepare her for a college of her choice

3.) To provide exceptional teachers who demonstrate expertise within their individual fields, an ability to communicate the knowledge effectively, and a concern for the personal and academic growth of each student

4.) To develop in each student a healthy self-image along with an understanding of how she can best relate to others within her school and community

5.) To create an atmosphere in which social responsibility and the search for ethical values are encouraged

6.) To build upon the advantages of education in a single-gender setting which empowers young women to meet their potential

7.) To achieve a higher level of cultural and economic diversity in our faculty and student body in order to reflect our increasingly multicultural society

8.) To provide a rich fine arts program that offers opportunities for intellectual growth and creative expression through the visual and performing arts

9.) To provide a diverse physical education program and an athletic program that teach skills, self-discipline, and sportsmanship through a variety of individual and team activities

10.) To provide learning experiences on local, national, and international levels that foster leadership and a strong sense of community responsibility

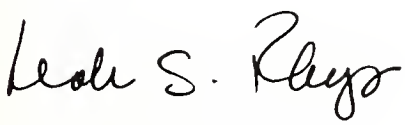
Winterim ~
The Philosophy and Experience

The Harpeth Hall Winterim program makes a unique contribution to our students' experience. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learnings are not limited to the classroom and laboratory or to traditional offerings in our eight period day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.

The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in non-traditional areas. Finally, it provides faculty unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

Each girls' Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a non-traditional schedule, and opportunities to learn beyond the campus, in Nashville. Juniors and seniors will design their programs of work/study or academic travel from among well-established offerings. Independent study plans are encouraged as a stimulating offering for them. All students will be expected to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Please begin the conversation now in your family and soon with faculty advisors and expect to complete your arrangements in October.



Leah S. Rhys ~ Head of School
August, 1996

Standards

During Winterim '97 the school will continue to expect the same conduct both on and off campus which is expected of Harpeth Hall girls during the school year.

Dress:

The school dress code will be enforced on campus. Girls who are participating in work/study programs or off-campus independent study will be expected to dress appropriately as determined by their situation. Those on academic travel programs will receive specific guidelines for dress considered appropriate and acceptable for the particular trip or locale.

Girls participating in art programs which may present a hazard to clothing may wear non-regulation clothes within the confines of the work area. When, however, they change classes, attend assemblies, go to lunch, etc., they must be in uniform.

Attendance:

Students participating in on-campus programs will attend all assemblies and classes. The policy for absences during Winterim is the same as it is during the school year. An absence the day before or the day after a holiday counts as a double absence. The two categories of absences and the procedures that accompany each are as follows:

1.) Excused absences:

a. *Sickness or injury to the student* - Parents should call the school before 8:30 a.m. on the morning of the sickness or injury.

b. *Family emergencies involving illness, injury, or death* – Parents should call the school before 8:30 a.m. on the day of the emergency.

c. *Special family celebrations such as weddings, graduations, and bat mitzvahs* – a note from the parents is needed for these absences. An absence form completed by the student is also required.

d. *Religious holidays* – a note from the parents is needed for these absences. An absence form completed by the student is also required.

2.) Unexcused absences

An unexcused absence occurs when a student misses all or part of the day without the knowledge of both parents and the school. An automatic suspension will result.

There is an absence form in the upper school office that must be completed before the day of an absence. The form must be signed by Mrs. Baughman, taken by the student to her teachers, and given to Miss Reed. This form takes at least 24 hours to process and must be returned to the office before the student leaves for the absence.

3.) Absences and extracurricular participation

Any student who misses school on a given day is not allowed to participate in a school function scheduled for that day.

Students participating in off-campus programs will be present for the duration of their daily schedule. Two unexcused absences for any portion or all of the student's daily schedule will result in a failing grade. **Parents should notify the school and the student's community sponsor by 9:15 a.m. if the student will be absent. Schools may close for snow days, but businesses may not.** If a student's community sponsor is open for work, the student is expected to be present. **Normally, inclement weather does not provide an excused absence.**

Freshman/Sophomore Program Requirements

Freshman/sophomore program requirements

Every student is required to earn one-half Winterim credit each year she is a Harpeth Hall student. Freshmen and sophomores may earn this credit by successfully completing the requirements of the on-campus program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grade, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio which will be given to her at the end of her senior year.

Freshmen and sophomores will concentrate in four areas over a two year period: humanities, math/science, arts, and health/life/community. Each year a student will take three concentrations. Over a two year period, a student will fulfill six concentrations in four different areas, repeating a concentration in two areas. In addition, the option to do a service concentration one of the two years is available, which will require two time blocks. Therefore, a student who chooses the service concentration will fulfill five concentrations over two years.

The daily schedule is:

Block I	7:55 - 9:45 a.m.
Block II	9:55 - 11:40 a.m
Lunch	11:45 a.m. - 12:35 p.m.
Block III	12:40 - 2:25 p.m.
Cleanup	2:25 -2:35 p.m.
Assembly	2:40 - 3:20 p.m.
	(Monday - Thursday)

Grading System

The grading system for the on-campus program is the same as the grading scale for courses taken during the school year. Each student will be required to submit work from her program to be included in her Winterim portfolio.

GRADING SYSTEM

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	65-69
B	83-86	F	64 and below
B-	80-82	NC	No credit given for those who are unable to complete the requirements due to illness.

Course Descriptions ~ Concentration in the Arts

Acting and Performance Workshop

Tired of being yourself all the time? Why not be an actor and a playwright for Winterim? Experience in the theatre is helpful, but not required as you work through improvisation to write a script and produce it on the Harpeth Hall stage. A fun-filled, creative way to develop and stage your own production.

Limit: *Maximum 14*
Cost: *$25.00*

Computer Art and Mickey!

Most commercial/graphic design work is being created with the assistance of computers. Computer Art and Mickey! gives the student an opportunity to explore "Super Paint," a sophisticated drawing and painting software program.

Students will have specific assignments discovering special design elements and effects while creating landscapes, portraits, storyboarding and illustrating a children's book.

A four-day field trip to Orlando, Florida is planned. Students will attend classes in beginning animation, computer animation, stop-motion and clay animation, at the Disney Institute Studios. Visits to area theme parks are included.

Limit: *Maximum 14*
Cost: *$365.00 plus air fare*

Dance - Modern/Jazz:

This class involves the exploration and study of both modern and jazz dance techniques. Each class includes a full warm-up, cross-the-floor combinations, and center combinations. Dancers will experience a greater understanding of placement and movement in space. Basic dance experience is encouraged. (Completion of the freshman dance class is adequate preparation.)

Limit: *Maximum 25*
Attire: *Leotard, barefoot tights, kneepads, jazz shoes optional, but advised*
Cost: *$30.00*

Foreign Film Festival

True or False: Most foreign films are tedious and consist largely of two people mumbling unintelligibly in shadowy interiors. Answer: True–but the good news is, we won't be seeing any of those films. Instead, this will be an overview of truly wonderful movies made everywhere but in America. We'll see films from France, Sweden, Great Britain and Italy, of course, but also from Japan, Australia, Mexico and Eastern Europe (you need not be multi-lingual to enroll; all non-English films will be subtitled). The subject matter will also vary widely, from fantasy to drama to romantic comedy.

Students should come prepared not only to watch but to think, write and discuss. Some type of written response will be required for each film to help provide a basis for intelligent and lively class discussions. Not intended for students who think Lethal Weapon 3 and Indecent Proposal are examples of great filmmaking. You'll actually care about the characters in these movies, for underlying our cross-cultural study will be the recognition that all human beings share the same basic hopes and fears, and that we are more alike than we sometimes realize.

Limit: *Minimum 8, Maximum 15*
Cost: *$5.00*

From Stage to Silver Screen

Are you interested in live theatre? Do you love to go to the movies? Did you know that some of the most popular movies of our time were originally produced for the stage? In this course we will look at original play scripts such as Steel Magnolias and Prelude to a Kiss and explore the changes that occur as they are adapted to film. We will analyze the similarities and differences through both class discussion and written assignments. To shed further light on the difference between these two art forms, a field trip to a play will be included if scheduling permits. Come join in this amazing journey from stage to screen!

Limit: *Maximum 20*
Cost: *$20.00*

Guitar and Theory

Always wanted to play along with your favorite records? Learn beginning guitar technique and the music theory needed to transpose songs into any key. We will have special guests from the music business and field trips, if possible. (Students must have a guitar.)

Limit: *Maximum 10*
Cost: *$25.00*

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Course Descriptions ~ Concentration in the Arts

Light and Color

Light up your imagination and dazzle your friends by designing and assembling a stained glass window. You will use age-old techniques, dating back to the Gothic period, as well as turn-of-the-century innovations! You will learn to work from a "cartoon," make templates, cut and shape glass pieces, and foil and solder your window together. Materials will be provided for a first smaller project. Students will need to arrange transportation after school to purchase additional materials for a second larger project. Get ready to sharpen your wits.....and don't forget to bring a band-aid!!

Limit: Maximum 8
Cost: $25.00

The Mad Hatter's Tea Party - The Narrative and Ceramic Vessel Making

This is a course on clay slab and coil work that will emphasize imaginative storytelling through the creation of a clay tea set - teapot, creamer, sugar and cups and saucers. These will not be standard shapes, they should reflect the impossible, whatever you thought you couldn't make in clay will be possible. For inspiration read Alice in Wonderland and think of characters that could be used as functional shapes. Bring your own story, make a personal or social statement, think of wild shapes, decorative surfaces, and a unique product! Talent unnecessary but laughter and enthusiasm a must!

Limit: 10
Cost: $50.00

The Making of An American Quilt

Our class will begin with a visit to the Museum of American Quilters in Paducah, Kentucky, where we will begin to understand quilting as an American woman's art form. Then we will proceed to Franklin, Tennessee, to select the materials for our group quilt and begin our stitching. When our fingertips are sore, we'll read and view The Making of An American Quilt by Whitney Otto and The Keeping Quilt by Patricia Polacco.

Limit: Maximum 14
Cost: $45.00 plus food for the day trip

So You Want to Make a Book

Do you have an idea for an original children's story or a collection of original poems? Have you done (or would you like to do) a series of small drawings? Do you have a shoebox full of old family photographs or a bunch of favorite recipes scribbled on notecards? All of these things would be best presented and preserved in an original, handmade book. In this course, each student will make such a book, which itself will be a one-of-a-kind art object. Class time will be divided between preparation of the material to be bound and the actual book construction. A field trip to book stores and art supply stores to select materials will occupy one class period.

Depending on your particular project, some artistic ability may be useful but is not required. What is required is a willingness to work with your hands and mind and heart, and a genuine desire to create something of lasting beauty.

Limit: Minimum 6, Maximum 12
Cost: $15.00

Techie 2000

If you love theatre and want to learn what goes into building a set and running a show, then this is the class for you! You will learn how to use power tools, swing a hammer, drill, paint, wash brushes, build a flat, leg a platform, etc. This class will help build the sets for the Middle School and Winterim Productions and run tech for the Winterim show. This is a great opportunity to stage manage - run light board, run sound board, or even master the spotlights. CAUTION: You are expected to be at all tech rehearsals and evening performances after school the last week of Winterim!

Limit: Maximum 30
Cost: $25.00

Course Descriptions ~ Concentration in the Humanities

As the World Turns

This discussion-oriented class is designed to give you background on recent events in the news. We will want to consider, "What is news?" and "Why is the news so bad?". Each student will be expected to read a daily newspaper, a weekly news magazine, and watch local and national news programs. Possible guest lecturers will include members of the local media. Periodic quizzes and class participation will be the basis of evaluation.

Limit: *Maximum 20*
Cost: *$10.00*

Beyond Hate

Inspired by Bill Moyers' PBS documentary of the same name, this course will challenge us all to reflect seriously upon the nature, genesis and manifestations of hate, racism, and intolerance. Is hate an integral part of the imperfection of the human spirit? Why and under what circumstances does it manifest itself? What is to be learned from the unspeakable atrocities of the past - and the present? Where and why are hate and racism to be found in our world? What can we do? To stimulate serious personal reflection on these complex and emotionally charged issues, students will view portions of the Moyers video and other appropriate video clips, read various selected passages, participate in a panel discussion, and keep a personal journal. A final project will be required. (If scheduling and logistics allow, we will take a day trip to the Civil Rights Museum in Memphis.)

Limit: *Maximum 25*
Cost: *$20.00*

Creative Writing

Writers are not born under a special star, they live lives exactly like yours - the difference is they have learned how to truly look at their experiences and communicate them to others. Take this class and learn to express what is already hidden in the secret recesses of who you are.

Limit: *Maximum 20*
Cost: *$10.00*

Crossing the Border -The Spanish Speaking Immigrant in the United States

Given the growing number of Spanish-speaking immigrants in the United States and in our own community, this course will address this significant portion of the North American population. Through film, short stories, guest speakers, music, and possible field trips to a Hispanic restaurant and San Antonio, Texas, we will examine the ways in which the Spanish speaker has enriched our culture. Requirements for this course include reading short stories and a final project investigating a Spanish-American theme.

Limit: *Maximum 20*
Cost: *$400.00*

Decisions 2020

Already the question to be asked by a citizen with a social conscience is not "To be or not to be?" but "Should we or shouldn't we?" As we are catapulted into the 21st century, what standards or values will guide the moral decisions we make in science and research, in medicine, for the environment, within the family? In this course topics such as animal testing, euthanasia, organ transplantation, deforestation, and cloning will be explored. Research, discussion, and debate will be the heart of this course. Come prepared to listen, think, and explore ways to act.

Limit: *Maximum 15*
Cost: *$15.00*

Course Descriptions ~ Concentration in the Humanities

Mirror, Mirror on the Wall: Fashion and Beauty Through the Ages

Why do people wear what they wear? Perhaps clothing was originally invented to protect the human body, but from mankind's earliest beginnings, clothing and other forms of adornment have also been a powerful medium of communication that carries a flood of information about who a person is, who a person is not, and who a person would like to be. Louis XIV claimed that "fashion is the mirror of history." This course will look at the language of clothes and examine how fashion over the centuries has reflected political upheavals, social changes, and shifts in moral and religious attitudes. Handouts will serve as the "text" and each student will be expected to complete a short-term project on a topic of her choosing.

Limit: *Maximum 15*
Cost: *$10.00*

So You Want to Make a Book

Do you have an idea for an original children's story or a collection of original poems? Have you done (or would you like to do) a series of small drawings? Do you have a shoebox full of old family photographs or a bunch of favorite recipes scribbled on notecards? All of these things would be best presented and preserved in an original, handmade book. In this course, each student will make such a book, which itself will be a one-of-a-kind art object. Class time will be divided between preparation of the material to be bound and the actual book construction. A field trip to book stores and art supply stores to select materials will occupy one class period.

Depending on your particular project, some artistic ability may be useful but is not required. What is required is a willingness to work with your hands and mind and heart, and a genuine desire to create something of lasting beauty.

Limit: *Minimum 6, Maximum 12*
Cost: *$15.00*

The Sixties

This course will focus on certain aspects of American culture during the turbulent decade of the 1960's. Among the topics will be the Vietnam conflict, the assassinations of John F. Kennedy and Martin Luther King, Jr., the growth of liberation movements (Black, Hispanic, Native American, and female), campus unrest, the emergence of a youth counter-culture, and new developments in art, literature, and music. Films, tapes, and other resources will supplement the lecture - discussion format.

Limit: *Maximum 16*
Cost: *$15.00*

When Bad Things Happen to Good People

A one-year old infant dies of liver failure; two teenagers die tragically in an automobile accident shortly after their graduation; a chartered jet carrying over 200 soldiers of the 101st Airborne Division crashes killing all aboard - millions of Jews, Catholics, Slavs, Gypsies, and others are tortured and killed following the demonic plans of a maniacal dictator.

In the face of such tragedies, the human response is seemingly universal. We all feel shock, disbelief, sadness, and a sense of loss. At the same time, there is something more deeply disturbing about this dark corner of the human experience that leaves us feeling at once vulnerable and outraged, and that ultimately causes each one of us at some moment to wonder "WHY?" This question cuts to the very core of what we believe about ourselves and about our world.

Through selected readings, primarily from Harold Kushner's book When Bad Things Happen To Good People, this course will attempt a serious if necessarily brief inquiry into the meaning and manifestations of human suffering: an inquiry as much intended to stimulate thought as to attempt definitive solutions. Guest speakers and a film will supplement the class discussions, during which students will be encouraged to share personal opinions and reflections as well as critical appraisals of the materials studied. Students are required to keep a journal.

Limit: *Maximum 20*
Cost: *$20.00*

Course Descriptions ~
Concentration in the Humanities

Woo-woo-woo-woo-woo-woo-woo!
(or Comedy in America)

What's so funny? What makes you laugh? Come and find out in this interdisciplinary course about humor. This course will investigate the many forms that humor may take from Saturday morning cartoons to the Sunday comics to Saturday Night Live to comedy movies and humorous books to jokes in general. Come and help answer such age-old questions as "Is Bugs Bunny funnier than Steve Martin?", "Is having a pie thrown in your face funnier than stepping on a rake and having it hit you in the face?", and "What do Calvin and Hobbes have to do with Charlie Brown and Peanuts?" A survey of different forms of humor will be undertaken including slapstick, sketch pieces, situation comedy, black humor, political humor, and humor that operates on several levels. As a final project, students will create their own comedy in the medium of their choice (video, cartoon, story, etc.).

Limit: *Maximum 16*
Cost: *$10.00*

Whodunnit- Literature and Logic

Was it the butler? Did it happen in the library with the candlestick? Read mysteries and challenge the powers of deductive reasoning made famous by Sherlock Holmes. After an introduction to formal logic, students will read, research, and write about fictitious and actual murder mysteries. A visit with a working gumshoe will be included.

Limit: *Maximum 20*
Cost: *$10.00*

Course Descriptions ~ Concentration in Math/Science

Bridges

What makes a good bridge? If you guessed "one that doesn't fall down," you are eligible for this course. Students will look at the art of spanning space from Pre-Roman times to the present. Each student will build three different bridges (simple arch, truss, and suspension) and test them for structural integrity. We will discuss some of the physics involved in structural engineering and try to understand the disaster of the Tacoma Narrows Bridge.

Limit: *Maximum 12*
Cost: *$15.00*

Cardiovascular Physiology

What makes a healthy heart? What is a heart attack? What are those paddles doctors always use on people's chests in medical shows? What is an ECG? What is the doctor listening for when she puts the stethoscope on your chest and asks you to breathe in and out? Find out the answers to these questions and many more. The class will begin with general cardiac anatomy and physiology. We will then study and perform labs on topics including the coronary blood supply, exercise physiology, cellular mechanics, blood pressure, and imaging of the heart. The class will include visits to leading cardiologists and researchers at the Vanderbilt University Medical Center. Students will be required to take quizzes and to complete a short research paper on a cardiovascular physiology topic of their choice.

Limit: *Maximum 12*
Cost: *$22.50*

Chemistry and Nutrition

What did you eat for lunch? Did you know that you burn calories drinking water? What is the difference between a protein, a carbohydrate, and a fat? In order to find the answers to these questions and to discover the needs of your own body, come spend three weeks with us in the chemistry room.

Limit: *Maximum 16*
Cost: *$10.00*

Decisions 2020

Already the question to be asked by a citizen with a social conscience is not "To be or not to be?" but "Should we or shouldn't we?" As we are catapulted into the 21st century, what standards or values will guide the moral decisions we make in science and research, in medicine, for the environment, within the family? In this course topics such as animal testing, euthanasia, organ transplantation, deforestation, and cloning will be explored. Research, discusion, and debate will be the heart of this course. Come prepared to listen, think, and explore ways to act.

Limit: *Maximum 15*
Cost: *$15.00*

Everything and the Kitchen Sink

Ever wondered about the kitchen sink? Well think about it for a minute. Where does the water come from? How does it get hot and cold? Is it safe to drink? Where does it go? How does the disposal work? How do you fix it if it's broken?

Well how about something more complicated....cars, lawnmowers, vacuums, fans, etc.? Ever change the oil? A tire? How does an engine work? Would you like to visit a car manufacturing plant? What else have you wondered about?

This course is designed to learn about the gadgets around us, how they work, how to fix them. We will focus on items in the house and garage, and go on to explore items of individual interest. Be prepared to get down and dirty with tools - we will be taking things apart!

Limit: *Maximum 16*
Cost: *$20.00*

Course Descriptions ~ Concentration in Math/Science

Fractals and Chaos

We will begin with the study of fractals: what they are, how they are generated, and how they relate to the natural world. Many natural objects, such as trees, broccoli, and mountains possess the qualities of fractals. Chaos involves the study of Julia sets, the Mandelbrot set, turbulence, and bifurcation diagrams, and it has applications in biology, economics, and medicine. Join the growing number of people fascinated with this fast-developing branch of mathematics! Students will read, write, discuss, and also work on the computer, viewing and exploring beautiful fractal images.

Limit: *Maximum 20*
Cost: *$10.00*

Have Fun With Math

This course has been designed to emphasize creative problem solving in mathematics. Problems from different areas of mathematics will be presented. Problem solving in small groups will be the primary format of the class. Graphing calculators and computers will be used extensively. Students will be responsible for a group project at the end of the class and occasional reading assignments. So sign up and have fun with math!

Limit: *Maximum 16*
Cost: *$10.00*

Money Manager

Imagine you've just graduated from college and you have your first job. In this class, you'll learn about finding a place to live, dealing with credit cards, insurance, banking, and budgeting. You'll find out about food and living expenses, writing checks and keeping a checking account, saving and investing. You'll learn to use Quicken, the country's most popular home financial software. You'll encounter taxes, learn about social security and withholding, and you'll even learn to fill out income tax forms!

Limit: *Maximum 16*
Cost: *$10.00*

Sex, Rats, and Death on a Global Scale

Ebola, the black death, dengue, hanta, AIDS and much, much more will be investigated during this Winterim offering. This program is aimed at developing in students an understanding of plagues: their cause, spread, and effect throughout history. The course will begin with a sampling of popular culture's interpretation of plagues, including "The Masque of the Red Death" by Edgar Allen Poe, and movies "The Stand" based on the book by Stephen King and "Outbreak" starring Rena Russo and Dustin Hoffman. This will be followed by a look at some of the "great" plagues of history including the bubonic plague, influenza, smallpox in the new world, and AIDS. Also we will look at some newly emerging and potentially devastating diseases such as ebola, hanta, and dengue. Emphasis will be placed on understanding the effects of plagues on populations and history and a look at the misconceptions associated with plagues. Lastly, an attempt will be made to understand the cause of plagues including the disease-causing organism, disease vector, and mode of transmission. Activites will include studying bacteria and simulating disease transmission using basic microbiological techniques.

Limit: *Maximum 16*
Cost: *$10.00*

Whodunnit- Literature and Logic

Was it the butler? Did it happen in the library with the candlestick? Read mysteries and challenge the powers of deductive reasoning made famous by Sherlock Holmes. After an introduction to formal logic, students will read, research, and write about fictitious and actual murder mysteries. A visit with a working gumshoe will be included.

Limit: *Maximum 20*
Cost: *$10.00*

Course Descriptions ~
Concentration in Health/Life/Community

A Stitch in Time

Are you tired of stapling the hem of your uniform skirt? Do you search for safety pins to replace the button on your kilt? You can learn basic wardrobe maintenance skills in this course. You will begin by constructing and stocking your own personal sewing kit. From there you will shop for materials and construct at least two garments. As part of a service project, you also will construct a garment for a premature baby at Vanderbilt Hospital.

Limit: *Maximum 10*
Cost: *$20.00*

As the World Turns

This discussion-oriented class is designed to give you background on recent events in the news. We will want to consider, "what is news?" and "why is the news so bad?" Each student will be expected to read a daily newspaper, a weekly news magazine, and watch local and national news programs. Possible guest lecturers will include members of the local media. Periodic quizzes and class participation will be the basis of evaluation.

Limit: *Maximum 20*
Cost: *$10.00*

Beyond Hate

Inspired by Bill Moyers' PBS documentary of the same name, this course will challenge us all to reflect seriously upon the nature, genesis and manifestations of hate, racism, and intolerance. Is hate an integral part of the imperfection of the human spirit? Why and under what circumstances does it manifest itself? What is to be learned from the unspeakable atrocities of the past - and the present? Where and why are hate and racism to be found in our world? What can we do? To stimulate serious personal reflection on these complex and emotionally charged issues, students will view portions of the Moyers video and other appropriate video clips, read various selected passages, participate in a panel discussion, and keep a personal journal. A final project will be required. (If scheduling and logistics allow, we will take a day trip to the Civil Rights Museum in Memphis.)

Limit: *Maximum 25*
Cost: *$20.00*

The Lifetime Skills Class: CPR/Aerobics

This is a two-part course. Students will participate in daily aerobic classes and fitness training for half the class. The second half will provide the students with instruction and practice in first aid and CPR. Students who complete the necessary requirements will be certified in both first aid and CPR at the completion of the course.

Limit: *Minimum 30, Maximum 70*
Cost: *$50.00*

Money Manager

Imagine you've just graduated from college and you have your first job. In this class, you'll learn about finding a place to live, dealing with credit cards, insurance, banking, and budgeting. You'll find out about food and living expenses, writing checks and keeping a checking account, saving and investing. You'll learn to use Quicken, the country's most popular home financial software. You'll encounter taxes, learn about social security and withholding, and you'll even learn to fill out income tax forms!

Limit: *Maximum 16*
Cost: *$15.00*

Nashville: A City That Works

What does it take to make Nashville one of the most progressive cities in the nation? Students will explore the mechanics and techniques that lead to growth, new business, building roads and public buildings, and planning for the future. Field trips, interviews, guest discussion leaders, and individual research will help students understand how public and private interests, politicians, and business men and women, citizen action groups, and lawmakers interact to define the city Nashville will be ten or twenty years from now. Poverty, crime, schools, parks, recreation, social services, and health care are issues that will be investigated with visits to newspapers, the Metro Council, television stations, Metro Police headquarters, courts, banks, and the Chamber of Commerce. Students will be challenged to think realistically and practically about the academic lessons learned in civics, history, and economics.

Limit: *Maximum 14*
Cost: *$20.00*

Course Descriptions ~ Concentration in Health/Life/Community

When Bad Things Happen to Good People

A one-year old infant dies of liver failure; two teenagers die tragically in an automobile accident shortly after their graduation; a chartered jet carrying over 200 soldiers of the 101st Airborne Division crashes killing all aboard - millions of Jews, Catholics, Slavs, Gypsies, and others are tortured and killed following the demonic plans of a maniacal dictator.

In the face of such tragedies, the human response is seemingly universal. We all feel shock, disbelief, sadness, and a sense of loss. At the same time, there is something more deeply disturbing about this dark corner of the human experience that leaves us feeling at once vulnerable and outraged, and that ultimately causes each one of us at some moment to wonder "WHY?" This question cuts to the very core of what we believe about ourselves and about our world.

Through selected readings, primarily from Harold Kushner's book When Bad Things Happen To Good People, this course will attempt a serious if necessarily brief inquiry into the meaning and manifestations of human suffering: an inquiry as much intended to stimulate thought as to attempt definitive solutions. Guest speakers and a film will supplement the class discussions, during which students will be encouraged to share personal opinions and reflections as well as critical appraisals of the materials studied. Students are required to keep a journal.

Limit: *Maximum 20*
Cost: *$20.00*

Course Descriptions ~ Concentration in Service Leadership

Albert Schweitzer said, "I do not know what your destiny will be, but this I do know...the only ones among us who will truly be happy are those who have fought for and found a way to serve."

Historically, independent schools have supplied their communities with outstanding volunteer leadership in the arts, politics, social service, and education. Ward-Belmont and Harpeth Hall women have led the Nashville community, fulfilling major roles and supplying countless hours of informed, vital service to enhance the lives of all of us.

What is service leadership? Where do I fit in? What does the community need from me? Will serving really make me happy?

Examining these questions and taking a major service role in the community for three weeks will be at the heart of this concentration. Since this is a double concentration (two blocks) students taking it will participate in one additional concentration. Freshmen and sophomores are eligible. Freshmen electing this concentration will be required to complete five concentrations, rather than six, by the end of the sophomore year. Students will have a service assignment before the classes begin, after an interview with Mrs. Fuller to match interests and offerings. Students will keep a daily journal. Films including "Love Leads the Way" and "Philadelphia" will be used for class discusion and journal responses.

Limit: Maximum 28
Cost: $30.00

Junior/Senior Program Requirements

Every student is required to earn one-half credit each Winterim she is a Harpeth Hall student. Juniors and seniors may earn this credit by successfully completing an academic travel program, work/study program, or an independent study program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grade, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio which will be given to her at the end of her senior year. Each student is required to spend a **minimum of six hours daily** involved in her work or project. Time provided for lunch breaks **is not** included in this minimum six hour requirement.

The grading system for the off campus program will be a pass/fail system. Each student will be required to submit work from her program to be included in her Winterim portfolio. The pass/fail system will follow these guidelines:

HP (High Pass)	Exceptional
P (Pass)	Good
LP (Low Pass)	Acceptable Minimum
F (Fail)	Fail
NC (No Credit)	No credit given those who are unable to complete the requirements due to illness.

Registration

Juniors and seniors may apply for a Winterim program by completing one of the forms in the back of this catalog and submitting it to Mrs. Fuller. Students should check with Mrs. Fuller or the appropriate faculty supervisor about their plans before filling out their applications.

Junior/Senior Program Requirements

Work/Study Placement

The information requested on the Work/Study Application Forms on pages 31 and 33 of this catalog must be provided in full and the forms signed by the student, the parents, and the faculty work/study supervisor before turning one in to the Winterim office and the other in to the faculty work/study supervisor on or before October 3, 1996. It is important that the information about the community sponsor be complete and correct and that the parents and students understand the responsibilities they are accepting when they sign the form.

Independent Study

Students wishing to pursue an independent study program should work with Mrs. Fuller or a faculty advisor to develop a proposal that will meet the requirements outlined on the Independent Study Application Form in the back of this catalog. The proposal should be submitted along with the completed form to Mrs. Fuller no later than October 17, 1996. **All** work/study and independent study applications must be signed by each of the following:

1. *The faculty member supervising that work/study or independent study program*
2. *The student*
3. *The student's parents*

Academic Travel Programs

To reserve a place on an academic travel program, a deposit in the amount stated on page 25 must be given personally to Mrs. Fuller on or before September 18, 1996. This check represents the first of three payments for the desired travel program and is fully refundable only if the program is cancelled. The student should complete the Application/Agreement Release Form (page 37) and turn it in to Mrs. Fuller with the initial deposit. Availability of space on any travel program is determined on a first-come, first-serve basis. All travel agreements should be signed by the student and her parents.

Registration Deadline for Travel Program:
September 18, 1996

Registration Deadline for Work/Study Programs and Independent Study Proposals:
October 17, 1996

Work/Study Program

Throughout the existence of Winterim, some of the most meaningful experiences have been the result of involvement in the work/study program. In this program, juniors and seniors have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by practical experience, but of equal value is the realization that a career choice is, in fact, unsuitable.

The work/study program is an apprenticeship arrangement with our community and, for the most part, depends upon the willingness and concern of the prospective community sponsor. The determining factor as to the availability of positions and the continuation of the program is the individual student. Every year work/study participants must prove their seriousness and their responsibility to their sponsors and to the community-at-large. Words are not enough. Students must show their initiative, be prompt and regular in attendance, and be conscientious in the performance of their tasks. Genuine enthusiasm and interest will communicate student attitudes most effectively.

While many work experiences offer real hands-on activities for Harpeth Hall interns, other placements are valuable for the general atmosphere of the work site and the opportunity to observe professionals as they perform their duties. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective work/study sponsors is essential. During a required interview prior to January, students and sponsors must become familiar with each other's understanding of the program and expectations about the proposed placement. It is important that students formulate a clear picture of the duties they will be expected to perform and develop a realistic idea about the limitations and responsibilities accompanying their internship in a professional situation. **Careful attention to goals and objectives in advance will enhance the chances for a successful work/study experience in January.**

In the past many career areas have been explored. However, options open to a student for Winterim '97 are not confined to those placements available in the past. The possibility of any placement actually originates in the student herself. **The parents are strongly encouraged to assist the student in choosing an area of interest.** Students then need to check with the appropriate adult supervisor for guidance in placement.

Every effort will be made to help the student assess her interests and capabilities, establish reasonable expectations, and locate worthwhile positions. If a student has difficulty identifying a work/study area, Mrs. Fuller will be happy to help her.

In preparation for application for participation in the work/study program and consideration of a specific placement, both the student and her parents must carefully review the following:

1. *Participation in this program requires work and regular daily attendance. Students are expected to be present a minimum of* ***six hours daily****.*

2. *Placements are voluntary and* ***pay must not be accepted*** *for work during January.*

3. *Placements should have educational benefits, and non-education experiences should be avoided.*

Work/Study Program

4. *Students **are not** to seek work/study placements with family members (father, mother, aunt, uncle, grandparent). Only under very **unusual** circumstances will these work/study programs be approved. Any request for such approval must be directed to Mrs. Fuller.*

5. *Placements will not be approved with any community sponsor where the student has been previously employed or has worked as a volunteer. **Failure to adhere to this guideline will result in an automatic F.***

6. *The amount of responsibility and activity involved in a placement should be assessed and understood in advance by students, parents, and community sponsors.*

7. *The hours of attendance requirements of the community sponsor may exceed the minimum set by the school.*

8. *Transportation arrangements demanded by the location of the placement are the responsibility of the student and/or her parents.*

Students are responsible for understanding and accepting the above requirements as they consider their choices in the work/study program.

The process of developing a work/study program is long and complex. It involves the student, the parents, the faculty, and the community and it may take months to finalize. In general, the process involves four stages: clarification, preparation, implementation, and evaluation. The outline below is included here in order to familiarize students and parents with this process prior to their commitment to a work/study program.

Stage I: Clarification

1. *A student must begin early to assess her interests, goals, and expectations. After consulting with her parents, Mrs. Fuller, and the designated faculty supervisor, a decision must be made as to the type and location of placement desired.*

2. *Once the student has arranged her work/study position she must fill out the two work/study application forms in the back of the catalog. These forms must be signed by the parents and the faculty supervisor responsible for the particular work/study area. One of the forms is to be returned to the Winterim office and the other form is to be given to the faculty supervisor. These forms include information concerning general work/study responsibilities, snow day policies, and absentee procedures. **The student and parent signatures denote an acceptance of these conditions.***

Work/Study Program

Stage II: Preparation

1. *After a student's application for the work/study program is accepted, she will prepare a personal resume, including a statement of goals and expectations. At this time the supervisor will help her finalize her placement, prepare the resume, due before November 1, 1996, and prepare for the interview (outlined in number 3 in this section).*

2. *Late in the fall a letter from the school will be mailed to the community sponsor which will include details of the arrangement, appropriate names, addresses, phone numbers, and a copy of the student's resume. Students will receive a copy of this letter.*

3. *Each student must have a personal interview with her community sponsor before December 11. Forms to be completed by the student following the interview will be available from the faculty work/study supervisor and must be filled in and returned to that supervisor upon completion of the interview. This form will summarize the student's accepted responsibilities and outline as specifically as possible the expected activities.*

4. *If requested by the community or faculty sponsor, students may need to do some reading, observing, or vocabulary work prior to January.*

5. *Workshop sessions will be arranged prior to January if requested by the community sponsor.*

Stage III: Implementation

1. *A student should expect, in most situations, two visits from her faculty supervisor during her three weeks, although this may vary according to the specific assignment.*

2. ***The policy of school closings for snow days does not apply to work/study placements.*** *If the place of employment is open for work, the student is expected to be present. Faculty supervisors must approve any absence excused by a community sponsor. Only if the place of employment is closed because of weather is the day's absence automatically excused.*

3. *All absentees should be reported daily to the community sponsor, the school office, or the supervising teacher.*

Stage IV: Evaluation

1. The evaluation procedure begins **immediately** following the close of Winterim. The purpose of the evaluation is to promote good community relations and to insure continuing programs.

2. Each student will be required to keep a daily journal and to write an evaluation of her Winterim experience. Journals will be kept in a notebook provided by the school and distributed to the student with a copy of the confirmation letter. The evaluation form with guidelines will be enclosed in this notebook. Both journal and evaluation forms must be turned in to the faculty work/study supervisor on Monday, January 27, 1997.

Final Dates

Work/Study Programs

Area Commitment: October 3, 1996
Application Form: October 17, 1996
Resume: November 1, 1996
Interview: December 11, 1996
Journal/Evaluation: January 27, 1997

General Requirements For All Work/Study Students

Eligibility

Juniors and Senior Students

Attendance

Any student off campus on work/study programs will be present for the duration of her daily schedule. Two unexcused absences for any portion or all of the students's daily schedule will result in a failing grade. If the student's place of employment is closed due to weather, the day will not be counted as an absence. **If a student's community sponsor is open for work, the student is expected to be present. Inclement weather does not provide an excused absence.**

Absences approved by community sponsors must first be received and approved by the faculty supervisor. Failure to follow this procedure will result in an unexcused absence.

Any student who is absent without both parents' and the school's knowledge and permission will be suspended and placed on probation.

Transportation

A work/study student is expected to provide her own transportation to and from work. If road conditions are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should not undertake a work/study assignment.

Guidelines

It is the student's responsibility to understand, accept, and communicate to the community sponsor information concerning the guidelines of the work/study program. These details include minimum hours, dress, attendance, rules, and salary policies.

In addition, the confirmation letter written by the school to the community sponsor will also state the guidelines of the work/study program including minimum hours, dress, attendance, rules, and salary policies. The student will receive a copy of this letter.

It is the student's responsibility to adhere to all of the guidelines outlined for the work/study program by the school, particularly, dates for commitment, resume, and interview. Failure to do so will result in an on-campus placement.

Established Programs: Possible Options For Work /Study

1.) Science and Medicine

– Mrs. Legare Vest

This work/study program is designed for any student with a strong science background and career goals in a science related field. The variety of experiences available include basic medical research, industrial science, environmental science, veterinary medicine, and engineering.

All science apprenticeships must be cleared through the faculty supervisor. A student is encouraged to explore possible opportunities for a placement and then ask the faculty supervisor to make the initial contact with a community sponsor. The faculty supervisor will make every effort to work out an agreement with this sponsor.

2.) Special Education and Psychological Services

– TBA

This work/study program is designed for a student interested in various aspects of psychology and special education. Possible programs include working with mentally retarded, physically handicapped, emotionally disturbed, or learning disabled children. Other possible situations include active participation in day care centers, education programs for special community groups, and psychological or victim assistance services. Arrangements will be made with local schools, agencies, and institutions to provide students with practical experience in their chosen area. All placements of this type must be cleared through the supervisor.

3.) Theory and Practice of Teaching: Student Teaching

– Mrs. Susan Baughman

This work/study program is designed for the student who desires to explore the teaching profession as a possible career. After October 3, 1996, the student will meet with Mrs. Baughman on a regular basis in order to help her identify her role and responsibilities in the school where she will be working. During January the student will work in a local school under the direct supervision of the cooperating school and the indirect supervision of Mrs. Baughman.

When filling out her registration form, the student is asked to state her preference, if any, of school, grade, and subject area. Every effort will be made to locate the student in the school and area she desires. However, the student needs to be aware that such specific arrangements are not always possible. All student teaching assignments will be made by Mrs. Baughman.

Established Programs: Possible Options For Work /Study

4. Law and Government

– Mr. Tony Springman

This work/study program offers a student interested in a career in this area of the working world an opportunity to observe first hand and to gain valuable experience as an assistant in a variety of placements. Mr. Springman will help a student focus on her interests and identify a suitable position. These placements include assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing in various law enforcement agencies. A student should check with Mr. Springman before she makes an initial contact with a community sponsor.

5.) Business, Financial Service, Merchandising

– TBA

This work/study program is designed for a student interested in gaining work experience in the world of business. Possible placements include positions in banks, retail stores, data processing centers, and insurance offices. A student is encouraged to develop her own contacts, but if that is difficult, the supervisor will try to arrange a position which is compatible with the student's interests.

6. Media, Advertising and Public Relations

– Mrs. La-Voe Mulgrew

This work/study program is designed for a student who is interested in a career in media and/or communication. In order to avoid duplications, any student who desires a placement in this program should contact the faculty supervisor before she makes any contact with a possible community sponsor.

7. Internships in Washington, D.C.

– Mrs. Emily Fuller

These work/study programs in our nation's capital are varied. Some are on Capitol Hill, others in the Smithsonian or in museums. These programs are designed for mature, responsible students; therefore, any students who wants to apply for placement in this program should make an appointment with Mrs. Fuller in September. Students must make a commitment to this program on or before October 3, 1996.

In addition to being an exciting work/study opportunity, the Washington internship program is designed so that students will take advantage of the many cultural and historical offerings in the Washington area.

Independent Study Programs And Other Programs

Independent Study Program

Participation in independent study projects will be limited to juniors and seniors who have submitted a proposal and secured the approval of a sponsoring teacher and/or departmental chairman.

The student wishing to pursue an independent study should complete the Independent Study Application Form located in the back of this catalog and prepare a proposal meeting the requirements outlined on the form. Interested students are encouraged to work with Mrs. Fuller or a faculty member in preparing their proposal. The deadline for applications for independent study is October 17, 1996. Independent study projects may be pursued both on and off campus. Sponsoring teachers require frequent reports or discussions with the participating student and a final written presentation or performance is required.

Other Programs

There are other opportunities available through Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School. Information is available in the Winterim office. Interested students should make an appointment with Mrs. Fuller in September.

Academic Travel Program

The philosophy that there is no substitute for direct experience supports the academic travel option offered during Winterim. Whether students are observing different cultures or refining skills which were first introduced in the classroom, the experience is invaluable. The benefits of leaving their comfortable niches, using their abilities in new ways, and traveling or working with a group cannot be measured. The travel program offered this year offers a variety of learning opportunities.

All participants of the academic travel program are required to attend and actively contribute to pre-departure orientation sessions. These meetings are a vital part of the total learning experience and are arranged so as to better prepare the student for the sites and experiences of her trip. **Failure to attend any three of these meetings without written permission from the program sponsors and approval from Mrs. Fuller will result in a disciplinary violation. Failure to attend a fourth session will result in a detention.** If a student earns two detentions due to unexcused absences from pre-travel orientation sessions she may, at the discretion of the school, be asked to withdraw from the program. Any refund of payment will be made on the basis of the date of the second detention and the cancellation and refund policy of the travel agency who holds the contract for that particular program.

A daily journal and written report/evaluation of her travel experience is due on Monday, January 27, 1997. Journals will be kept in a notebook provided by the school and distributed to the student with a guideline for the written report. The journal and the written report should be given to the trip chaperones. The written evaluation or a journal entry may become a part of the student's portfolio.

Academic Travel Program

Even with careful pre-planning and continual rechecking, the exact cost of an academic travel program is difficult to establish six months ahead of time. Because of the fluctuations of the dollar on the foreign exchange and the very real possibility of changes in airfares, fuel costs, and foreign taxes, all costs for travel are approximate. As a result, there could be some fluctuation in the costs quoted at this time. Parents will be notified of any change in cost before the November date for final payment.

Harpeth Hall travel offerings are learning programs and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, is an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality and quantity of the program.

In planning a travel program, it is vital that we have a firm commitment from those who wish to participate. Each program, therefore, requires a non-refundable deposit with registration on or before September 18, 1996. In order to take advantage of the lower air fares, a second payment will be due by October 16, 1996. These deposits are not refundable unless the program is cancelled by Harpeth Hall. Refunds will be made on the basis of the date of program cancellation and the refund policy of the travel agency who holds the contract for that particular program. Trip cancellation insurance can be purchased in order to protect against losses due to cancellation.

Full payment for travel programs will be due November 13, 1996. After that date, no individual refunds can be made except in the cases of severe illness or emergency, with the final decision on refund resting with the school. In no case is the payment refundable if withdrawal occurs within the week prior to departure.

Parents may also want to know that our regular student accident insurance is extended to 24-hour coverage for all participants throughout the period of the travel program.

Payment Schedule for Greece/Egypt Travel Program

Payment Schedule for Greece/Egypt Travel Program

1) Due on or before September 18, 1996: a non-refundable deposit of $1,200.00.

2) Due on or before October 16, 1996: a second payment of $1,000.00.

3) Due on or before November 13, 1996: final, full payment of balance.

Make checks payable to Harpeth Hall School. All checks should be given to Mrs. Fuller, not the business office.

The Ancient World: Greece And Egypt

Dr. Derah Myers & Mrs. Joyce Ward

20 Days in Greece and Egypt
Round trip airfare from Nashville
Hotel accommodations in tourist class hotels
Continental breakfast and dinner daily
Overland transportation in deluxe motor coach with tour escort
One day cruise to a Greek Island
Guided tours in all cities
Five day, four night deluxe Nile cruise with shore excursions
All entrance fees and admissions for museums, historical sites, and cultural events
All tips, taxes, and gratuities

Your visit to Greece and Egypt will give you the opportunity to see many of the most important aspects of ancient civilization. Athens will be your base in Greece and from this fascinating city you will visit a number of neighboring towns and islands. In Egypt, a land that was already 6,000 years old when Christ was born, you will observe permanence and the endless cycle of nature, elements that characterize Egyptian art and civilization, as exemplified by the Nile.

Athens

Tours in this fascinating city will include the National Museum, Constitution Square (Syntagma), the House of Parliament, the Memorial to the Unknown Soldier, and the fine neoclassical buildings on Venizelou Avenue. On your way to the Acropolis, you will see the Panathenaic Stadium (where the first Olympic games of the modern era were held in 1896), the Temple of the Olympian Zeus and Hadrian's Arch. On the Acropolis, view the monument that represents "harmony between matter and spirit," which "puts order in the mind," the Parthenon. An afternoon drive along the coast road, past the wonderful beaches of Clyfada, Vouliagmeni, and Varkiza will bring you to the southernmost point of Attica, Cape Sounion, where the white marble pillars of the Temple of Poseidon stand. There view a sunset that has not changed for millenia.

Corinth, Mycenae, Nauplia, Olympia, Delphi

Some of the places you will visit during your four-day classical tour include the ruins of old Corinth, the tomb of Agamemnon, the famous acoustical theatre at Epidaurus, Arcadia-the home of Pan and the Nymphs-and Olympia, the cradle of the Olympic Games. The classical tour will end in Delphi-home of the Oracle-whose prestige extended far beyond the boundaries of the Hellenistic world.

Island Cruise

Relax on a full day cruise to a picturesque Greek island in the Saronic Gulf with time for exploring, shopping, and sitting in seaside cafes.

Crete

Here wander through the halls of the palace of King Minos, mighty Ruler of the ancient Minoan empire; shop in the bustling marketplace of modern Heraklion; take the winding bus tour around the perimeter of the island to see old women harvesting olives and to have a look at one of the most remote and unchanged regions of Greece.

Cairo/Giza

Here you will visit the world famous Egyptian Museum of Antiquities to see Pharaonic exhibits covering a period of 5,000 years, the Pyramids of Cheops, Chepheon, Mykerinos, and the famous Sphinx, the Pharoah-headed lion carved from a single piece of rock.

Memphis, Sakkarah

See the ruins of Memphis, the ancient capital of Egypt and then continue to Sakkarah, the necropolis with the world renowned Step Pyramid and many other mastabas and tombs that reflect the Egyptians' concern with the afterlife.

Aswan

Explore the enormous temples of Ramses II. Think of Queen Nefertiti before taking a leisurely ride to Elephantine Island in a "felucca," the Egyptian boat with billowing sails. At sunset, step into Agatha Christie's world by boarding ship for a four-night cruise down the Nile.

The Ancient World: Greece And Egypt

Aswan, Kom Ombo

Visit the exquisite new museum at Aswan and the Temple of Philae dedicated to the goddess Isis. See the unique twin Greco-Roman temples, and daydream of Cleopatra.

Edfa, Esna

Take a horse-drawn carriage to the great Temple of Horus, the best preserved of Egyptian temples; then explore the Temple of Khnum, dedicated to the ram-headed god of Creation.

Luxor: Thebes, Karnak

Wander through the Valley of the Kings and descend into history-down into the tombs of Tutankhamen, Ramses VI, and Seti I. Visit the Temple of Queen Hatshepsut, cut from living rock.

Accomodations:

Quad rooms with private baths.

Meals:

Two meals per day, breakfast and dinner.

Cost:

$3,100 Cost does not include passport fees, visa fees, lunches, beverages at evening meals, or personal expenses.

Payment:

1) A non-refundable deposit of $1,200 to secure a reservation on or before September 18, 1996.

2) second payment of $1,000 due on or before October 16, 1996.

3) final full payment due on or before November 13, 1996.

Dates:

Depart Nashville Friday, January 3, 1997, and return to Nashville Thursday, January 23, 1997.

Freshman/Sophomore Registration Form 1997
Winterim On-Campus Program

(Last Name first) _____

Date _____ Class: (Circle one) Freshman Sophomore

Concentration (Check three and number in order of preference, unless you are choosing the Service Leadership concentration. In that case, check only it and one other.)

❑ Arts _____

1st choice _____

2nd choice _____

3rd choice _____

❑ Humanities _____

1st choice _____

2nd choice _____

3rd choice _____

❑ Math/Science _____

1st choice _____

2nd choice _____

3rd choice _____

❑ Health/Life/Community _____

1st choice _____

2nd choice _____

3rd choice _____

❑ Service Leadership

_____

_____

Parent (s)'s Signature _____ Date _____

Advisor's Signature _____ Date _____

Winterim Off-Campus Work/Study Program Application Form 1997

Name (Last Name First) _____

Class _____

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor (name of organization) _____

Community Supervisor (name and title of person supervising) _____

Business Address _____

City _____ State _____ Zip _____

Phone _____

Statement of Responsibilities

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim work/study apprenticeship. I am willing to abide by the rules for attendance and I understand that I am responsible for my own transportation to and from work. I will notify my employer and my faculty supervisor if I will be absent from work.

Student's Signature _____

I/we, the parent (s) of _____
understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 1997. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent (s)' Signature _____

Faculty Supervisor's Signature _____

Winterim Off-Campus Work/Study Program
Application Form 1997

Name (Last Name First) _____

Class _____

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor (name of organization) _____

Community Supervisor (name and title of person supervising) _____

Business Address _____

City _____ State _____ Zip _____

Phone _____

Statement of Responsibilities

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim work/study apprenticeship. I am willing to abide by the rules for attendance and I understand that I am responsible for my own transportation to and from work. I will notify my employer and my faculty supervisor if I will be absent from work.

Student's Signature _____

I/we, the parent (s) of _____
understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 1997. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent (s)' Signature _____

Faculty Supervisor's Signature _____

Application for Independent Study ~ Winterim 1997

Name _____

Class _____

Study Area _____

Supervisor _____

INDEPENDENT STUDY PROPOSAL GUIDELINE:

1. ***Introduction*** – *Describe the subject of your proposed independent study, the overall purpose of your study and the rationale for using your Winterim time for this study.*

2. ***Goals and Activities*** – *Outline specifically the goals you expect to achieve during the Winterim period and in what activities you will be involved to reach these goals.*

3. ***Evaluation*** – *Explain who will evaluate your progress and how you will be evaluated. (Will you write a paper, perform, or create or produce a work of art?)*

The proposal should be written legibly or typed in good grammatical form and attached to this completed form when submitted to Mrs. Fuller.

STATEMENT OF RESPONSIBILITIES

I understand that I must be involved in the activities described in my proposal every day of the Winterim period for at least 6 hours a day or 30 hours a week excluding lunch and that I will stay in regular contact with my Winterim supervisor. Furthermore, I understand that my Winterim grade will depend upon my ability to follow the guidelines of my proposal and my supervisors evaluation of the quality of my work.

Student's Signature _____

Parent (s)' Signature _____

Faculty Supervisor's Signature _____

Date _____

Application for Travel:
Winterim 1997 - Agreement and Release

, or we, the undersigned parent (s) (or guardian) of _____ ,
a student at Harpeth Hall School, hereinafter referred to as "Student", for and in consideration of said school undertaking the sponsorship and supervision of a trip to Greece/Egypt as a part of the school's Winterim program, in which Student is a participant, agree as follows:

(or we) release the school and/or its employees from any claim for injury, damage, or loss caused by the act or omission of any third party such as an air carrier, travel agency, hotel, or any other firm or individual not under the control or direct supervision of the school.

hereby grant the school and its employees and agents full authority to take whatever actions they may reasonably consider to be warranted under the circumstances regarding Student's health and safety, and I fully release each of them from any liability for such decisions or actions as may reasonably be taken in connection therewith. I authorize the school and its agents, at their discretion, to place Student, at my expense and without my further consent, in a hospital within or outside the United States for medical services and treatment, or if no hospital is readily available to place Student in the hands of a local medical doctor for treatment. If deemed necessary or desirable by the school or its agents, I authorize them to transport Student back to Nashville, Tennessee, by commercial airline or otherwise at my expense for medical treatment.

Student understands that this is a supervised program and that group standards must be observed. She will at all times remain under the supervision of the school and its agents and will comply with the school's rules, standards, and instructions for student behavior. I hereby waive and release all claims against the school and its agents, both on behalf of myself and Student, arising out of her failure to remain under such supervision or to comply with such rules, standards, and instructions. I agree that the school shall have the right to enforce appropriate standards of conduct, and that it may at any time terminate Student's participation in the school's program for failure to maintain these standards or for any actions or conduct which the school reasonably considers to be incompatible with the interest, harmony, comfort, and welfare of other students. If Student's participation is terminated, I consent to her being sent home at my expense with no refund of fees.

On group tours or other activities arranged by the school, Student will accept the will of the majority whenever a matter of choice is presented to the group. Student will also accept in good faith the instructions and suggestions of the school or its agents in all matters relating to the program or the personal conduct of program participants.

understand that the school reserves the right to cancel programs due to an insufficient number of participants or otherwise to make alterations in programs and itineraries as may be required. In addition, I understand that the school's program charges are based on currently applicable tariffs, government regulations and currency exchange rates and are subject to minor changes depending on the tariffs, regulations and rates in effect at time of departure.

All references in this agreement to "the School" and "its agents" shall include the school and all of its officers, directors, staff members, campus directors, chaperones, group leaders, and employees. All references herein to the "parents" of the applicant shall include the legal guardians or other adults responsible for the applicant, where applicable.

continued)

Student has no health problems about which the school should be informed except as follows:

_____

_____

_____

_____

_____

The Student joins in the Agreement and Release to the extent of her legal authority to do so.

This _____ day of _____ , 19 _____ .

Student's Signature _____

Parent (s)' or Guardians' Signature _____

During the activity, I may be reached at:

Address _____

Phone # _____

If I cannot be reached in the event of an emergency, the following person is authorized to act in my behalf:

Name & Address _____

Phone # _____

Relation to participant _____

Physician's name and phone _____

Additional remarks: _____

_____

_____

_____

_____

_____

The Harpeth Hall School
3801 Hobbs Road
P.O. Box 150207
Nashville, Tennessee 37215-0207

Address Correction Requested

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The Harpeth Hall School

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1998

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The Harpeth Hall School

Mission Statement

Harpeth Hall, an independent college preparatory school for young women, offers a traditional curriculum designed to challenge each student to her highest intellectual and creative abilities. The school's program strives to develop in each young woman the skills, self-esteem, and confidence for having a successful college experience and for meeting the challenges of the future. Harpeth Hall is committed to a single-gender environment wherein each student can be equipped, nourished, and motivated to meet her greatest potential for learning as well as for living.

Goals

1.) To develop within each student the motivation necessary for productive study and a commitment to learning as a lifelong endeavor

2.) To provide a strong liberal arts education that will foster the student's awareness and realization of her academic potential and prepare her for a college of her choice

3.) To provide exceptional teachers who demonstrate expertise within their individual fields, an ability to communicate the knowledge effectively, and a concern for the personal and academic growth of each student

4.) To develop in each student a healthy self-image along with an understanding of how she can best relate to others within her school and community

5.) To create an atmosphere in which social responsibility and the search for ethical values are encouraged

6.) To build upon the advantages of education in a single-gender setting which empowers young women to meet their potential

7.) To achieve a higher level of cultural and economic diversity in our faculty and student body in order to reflect our increasingly multicultural society

8.) To provide a rich fine arts program that offers opportunities for intellectual growth and creative expression through the visual and performing arts

9.) To provide a diverse physical education program and an athletic program that teach skills, self-discipline, and sportsmanship through a variety of individual and team activities

10.) To provide learning experiences on local, national, and international levels that foster leadership and a strong sense of community responsibility

Winterim ~
The Philosophy and Experience

The Harpeth Hall Winterim program makes a unique contribution to our students' experience. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learnings are not limited to the classroom and laboratory or to traditional offerings in our eight period day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.

The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in non-traditional areas. Finally, it provides faculty unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

Each girls' Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a non-traditional schedule, and opportunities to learn beyond the campus, in Nashville. Juniors and seniors will design their programs of work/study or academic travel from among well-established offerings. Independent study plans are encouraged as a stimulating offering for them. All students will be expected to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Please begin the conversation now in your family and soon with faculty advisors and expect to complete your arrangements in October.

Leah S. Rhys

Leah S. Rhys ~ Head of School
August, 1997

Standards

During Winterim '98 the school will continue to expect the same conduct both on and off campus which is expected of Harpeth Hall girls during the school year.

Dress:

The school dress code will be enforced on campus. Girls who are participating in work/study programs or off-campus independent study will be expected to dress appropriately as determined by their situation. Those on academic travel programs will receive specific guidelines for dress considered appropriate and acceptable for the particular trip or locale.

Girls participating in art programs which may present a hazard to clothing may wear non-regulation clothes within the confines of the work area. When, however, they change classes, attend assemblies, go to lunch, etc., they must be in uniform.

Attendance:

Students participating in on-campus programs will attend all assemblies and classes. The policy for absences during Winterim is the same as it is during the school year. An absence the day before or the day after a holiday counts as a double absence. The two categories of absences and the procedures that accompany each are as follows:

1.) Excused absences:

a. *Sickness or injury to the student* – Parents should call the school before 8:30 a.m. on the morning of the sickness or injury.
b. *Family emergencies involving illness, injury, or death* – Parents should call the school before 8:30 a.m. on the day of the emergency.
c. *Special family celebrations such as weddings, graduations, and bat mitzvahs* – a note from the parents is needed for these absences. An absence form completed by the student is also required.
d. *Religious holidays* – a note from the parents is needed for these absences. An absence form completed by the student is also required.

2.) Unexcused absences

An unexcused absence occurs when a student misses all or part of the day without the knowledge of both parents and the school. An automatic suspension will result.

There is an absence form in the upper school office that must be completed before the day of an absence. The form must be signed by Mr. Chapman, taken by the student to her teachers, and given to Miss Reed. This form takes at least 24 hours to process and must be returned to the office before the student leaves for the absence.

3.) Absences and extracurricular participation

Any student who misses school on a given day is not allowed to participate in a school function scheduled for that day.

Students participating in off-campus programs will be present for the duration of their daily schedule. Two unexcused absences for any portion or all of the student's daily schedule will result in a failing grade. **Parents should notify the school and the student's community sponsor by 9:15 a.m. if the student will be absent. Schools may close for snow days, but businesses may not.** If a student's community sponsor is open for work, the student is expected to be present. **Normally, inclement weather does not provide an excused absence.**

Freshman/Sophomore Program Requirements

Freshman/Sophomore Program Requirements

Every student is required to earn one-half Winterim credit each year she is a Harpeth Hall student. Freshmen and sophomores may earn this credit by successfully completing the requirements of the on-campus program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grade, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio which will be given to her at the end of her senior year.

Freshmen and sophomores will concentrate in four areas over a two year period: humanities, math/science, arts, and health/life/community. Each year a student will take three concentrations. Over a two year period, a student will fulfill six concentrations in four different areas, repeating a concentration in two areas. In addition, the option to do a service concentration one of the two years is available, which will require two time blocks. Therefore, a student who chooses the service concentration will fulfill five concentrations over two years.

The daily schedule is:

Block I	7:55 - 9:45 a.m.
Block II	9:55 - 11:40 a.m
Lunch	11:45 a.m. - 12:35 p.m.
Block III	12:40 - 2:25 p.m.
Cleanup	2:25 -2:35 p.m.
Assembly	2:40 - 3:20 p.m.

(Monday - Thursday)

Grading System

The grading system for the on campus program is the same as the grading scale for courses taken during the school year. Each student will be required to submit work from her program to be included in her Winterim portfolio.

GRADING SYSTEM

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	65-69
B	83-86	F	64 and below
B-	80-82	NC	No credit given for those who are unable to complete the requirements due to illness.

Course Descriptions ~ Concentration in the Arts

Acting and Performance Workshop

Tired of being yourself all the time? Why not be someone else for Winterim and animate a work of theatre in the process? Experience in the theatre is helpful, but not required. What is required is a willingness to work with others, to commit to your character, and to take a risk on stage. Even though we're doing a play, it's not all "play" - there will be lines to be learned, character work to be done, production positions to be filled, and journal entries to be written - but it's all fun! The final "project" of this course will result in a public performance, both for the school and the community at large. Remember: you can be yourself again after Winterim!

Limit: *Maximum 14*
Cost: *$25.00*

Computer Art and Mickey!

Most graphic design and electronic arts are being created with the assistance of computers. Computer Art and Mickey! offers the student-artist an opportunity to explore drawing/painting software plus experience storyboarding and group sessions for creating a children's book. Specific painting assignments on computer include: landscape, portrait and story illustrations for a book.

A four-day field trip to the Disney Institute in Orlando, Florida is planned. Students will attend institute classes in beginning animation, computer 3-D animation, and clay animation. Visits to three theme parks are planned.

Limit: *Maximum 13*
Cost: *$565.00 plus air fare and meals*

Dance - Modern/Jazz:

This class involves the exploration and study of both modern and jazz dance techniques. Each class includes a full warm-up, cross-the-floor combinations, and center combinations. Dancers will experience a greater understanding of placement and movement in space. Basic dance experience is encouraged. (Completion of the freshman dance class is adequate preparation.)

Limit: *Maximum 25*
Attire: *Leotard, barefoot tights, kneepads, jazz shoes optional, but advised*
Cost: *$30.00*

From Stage to Silver Screen

Are you interested in live theatre? Do you love to go to the movies? Did you know that some of the most popular movies of our time were originally produced for the stage? In this course we will look at original play scripts such as "Steel Magnolias" and "Prelude to a Kiss" and explore the changes that occur as they are adapted to film. We will analyze the similarities and differences through both class discussion and written assignments. To shed further light on the difference between these two art forms, a field trip to a play will be included if scheduling permits. Come join in this amazing journey from stage to screen!

Limit: *Maximum 20*
Cost: *$20.00*

Improv at 110%

Come lose your inhibitions, expand your creative forces, and eliminate unnecessary fears! This participatory class begins with creative movement and exercises to stretch the imagination through improvisations. This will lead to some unbelievable comedy matches that rely on your newly acquired improv techniques. You'll need some comfortable clothing, a wild imagination, and a great sense of humor!

Limit: *Maximum 20*
Cost: *$10.00*

Introduction to Modern Art

If you have ever stared at a work of modern art and thought to yourself, "I just don't get it," you are not alone. During the last one hundred years, the old criteria of what a work of art ought to be have been discarded one by one in favor of a dynamic approach in which everything becomes possible. This has meant that modern art has often baffled and disturbed its audience, but it has also meant that our century has produced art unprecedented in its diversity of individual styles. This course provides an overview of developments in the visual arts since the end of the 19th century. The focus will be on painting, but we will also look at the sculpture, photography, architecture, and design of the modern era. The format will be slide/lecture with an emphasis on class discussion based upon written handouts.

Limit: *Maximum 18*
Cost: *$10.00*

Course Descriptions ~ Concentration in the Arts

Light and Color

Light up your imagination and dazzle your friends by designing and assembling a stained glass window. You will use age-old techniques, dating back to the Gothic period, as well as turn-of-the-century innovations! You will learn to work from a "cartoon," make templates, cut and shape glass pieces, and foil and solder your window together. Materials will be provided for a first smaller project. Students will need to arrange transportation after school to purchase additional materials for a second larger project. Get ready to sharpen your wits.....and don't forget to bring a band-aid!!

Limit: *Maximum 8*
Cost: *$25.00*

The Mad Hatter's Tea Party - The Narrative and Ceramic Vessel Making

This is a course on clay slab and coil work that will emphasize imaginative storytelling through the creation of a clay tea set - teapot, creamer, sugar and cups and saucers. These will not be standard shapes, they should reflect the impossible, whatever you thought you couldn't make in clay will be possible. For inspiration read Alice in Wonderland and think of characters that could be used as functional shapes. Bring your own story, make a personal or social statement, think of wild shapes, decorative surfaces, and a unique product! Talent unnecessary but laughter and enthusiasm a must!

Limit: *10*
Cost: *$50.00*

The Making of An American Quilt

Our class will begin with a visit to the Museum of American Quilters in Paducah, Kentucky, where we will begin to understand quilting as an American woman's art form. Then we will proceed to Franklin, Tennessee, to select the materials for our group quilt and begin our stitching. When our fingertips are sore, we'll read and view The Making of An American Quilt by Whitney Otto and The Keeping Quilt by Patricia Polacco.

Limit: *Maximum 14*
Cost: *$45.00 plus food for the day trip*

Song Writing for Guitar

This course will combine beginning guitar technique with an introduction to the principles of song writing. The focus will be on topical songs, that is, songs that use the people and events in the news of the day as subject matter. These songs can be serious, thought-provoking, or just plain silly. Each student will learn the rudiments of folk or country guitar playing, but those who can already play are also welcome. Students will compose one song of their own and will contribute to a class project entitled, "If Famous People Wrote to Dear Abby." (Students must have a guitar.)

Limit: *10 Maximum*
Cost: *$25.00*

Techie 2000

If you love theatre and want to learn what goes into building a set and running a show, then this is the class for you! You will learn how to use power tools, swing a hammer, drill, paint, wash brushes, build a flat, leg a platform, etc. This class will help build the sets for the Middle School and Winterim Productions and run tech for the Winterim show. This is a great opportunity to stage manage - run light board, run sound board, or even master the spotlights. CAUTION: You are expected to be at all tech rehearsals and evening performances after school the last week of Winterim!

Limit: *Maximum 30*
Cost: *$25.00*

The World According to Mythology: Mythology and the Arts in Nashville and Washington, DC

Mythology and the arts are a powerful combination. Students in this course will explore Nashville and seek out performance arts, public art, and museum collections. They will work to understand how mythology influences the arts and how the arts use mythology. In order to extend the interdisciplinary experience, students also will read and discuss fiction and non-fiction and see films which incorporate mythology. Thus, the World According to Mythology will use mythology and the female perspective as a lens through which to view the arts.

January 16-19, 1998, the class will travel to Washington, DC, to apply what they have learned to the arts found in the

nation's capital. Both Nashville and Washington are decorated with public sculpture that reflects the marriage of art and mythology. Theatre, dance performances, and concerts in both cities reflect the influence that mythology has had on civilization throughout the millennia. Students will create their own mythologically influenced project–a poem, a ballet, a short story, a painting, a series of photographs.

Limit: *Minimum 8, Maximum 16*
Cost: *$415.00 Includes round trip air fare, hotel accommodations,* entrance fees to several cultural experiences. *Does not include meals or transportation in Washington.*

World Cinema

It has been said that most American movies, with huge budgets and lavish special effects, are nothing more than video games with actors. Rarely does that occur in foreign films, which often have a more humane, personal touch. This course will give students an opportunity to sample a broad range of such films, made in Asia, Europe, and Australia (non-English films will be subtitled, and we will carefully avoid any pretentious, tedious movies). The subject matter will also vary widely, from romantic comedy to drama, suspense, and fantasy. Underlying our cross-cultural study, however, will be the recognition that all human beings share the same basic hopes and fears, and that we are more alike than we sometimes realize. These imaginative and often visually stunning films have characters you'll actually care about. Students should come prepared not only to be entertained, but to think, discuss, and write.

Limit: *Minimum 8, Maximum 15*
Cost: *$5.00*

As the World Turns

This discussion-oriented class is designed to give you background on recent events in the news. We will want to consider, "What is news?" and "Why is the news so bad?". Each student will be expected to read a daily newspaper, a weekly news magazine, and watch local and national news programs. Possible guest lecturers will include members of the local media. Periodic quizzes and class participation will be the basis of evaluation.

Limit: *Maximum 20*
Cost: *$10.00*

Asia Today

Not too long ago, many people were predicting that the 21st Century would be The Century of Japan. Today more and more observers feel that the next century will, in fact, "belong" to China. In any case, both the nations, along with other Asian countries along the Pacific Rim, such as Taiwan, South Korea, and Singapore, already play an extremely important role in the world today. In this class we will look at those Asian societies today; their politics, their economics, their beliefs, and their lifestyles, in order to gain a better understanding of how Asians view themselves and the outside world. The format will be lecture/discussion, and each student will complete an individual project for the course.

Limit: *Maximum 17*
Cost: *$15.00*

Beyond Hate

Inspired by Bill Moyers' PBS documentary of the same name, this course will challenge us all to reflect seriously upon the nature, genesis and manifestations of hate, racism, and intolerance. Is hate an integral part of the imperfection of the human spirit? Why and under what circumstances does it manifest itself? What is to be learned from the unspeakable atrocities of the past - and the present? Where and why are hate and racism to be found in our world? What can we do? To stimulate serious personal reflection on these complex and emotionally charged issues, students will view portions of the Moyers video and other appropriate video clips, read various

selected passages, participate in a panel discussion, and keep a personal journal. A final project will be required. (If scheduling and logistics allow, we will take a day trip to the Civil Rights Museum in Memphis.)

Limit: *Maximum 25*
Cost: *$20.00*

Creative Writing

Writers are not born under a special star, they live lives exactly like yours - the difference is they have learned how to truly look at their experiences and communicate them to others. Take this class and learn to express what is already hidden in the secret recesses of who you are.

Limit: *Maximum 20*
Cost: *$10.00*

From Stage to Silver Screen

Are you interested in live theatre? Do you love to go to the movies? Did you know that some of the most popular movies of our time were originally produced for the stage? In this course we will look at original play scripts such as "Steel Magnolias" and "Prelude to a Kiss" and explore the changes that occur as they are adapted to film. We will analyze the similarities and differences through both class discussion and written assignments. To shed further light on the difference between these two art forms, a field trip to a play will be included if scheduling permits. Come join in this amazing journey from stage to screen!

Limit: *Maximum 20*
Cost: *$20.00*

Italian - Language of Love

The true language of love awaits you. Come learn to speak Italian in addition to learning about culture, history, geography, music, and cuisine. We'll watch an award - winning Italian film, listen to Italian rock music, and cook authentic Italian food. We'll learn about politics, economic growth, and admire Italian architecture. Course work includes grammar and geography quizzes and a final test.

Limit: *Maximum 16*
Cost: *$15.00*

LARP 101: Game Design

Have you ever wanted to be someone else? Have you ever wanted to write a scenario where everyone you know is someone else? Welcome to Live Action Role Playing: Game Design! Students in this creativity-intensive course will play two LARP Games and then write one for a significantly large number of people. Mystery, Magic, and Mayhem will be explored and utilized. Students should be prepared to construct characters, motives, costume suggestions and overall atmosphere.

Limit: *Minimum 10, Maximum 30*
Cost: *$5.00*

Stories on the Edge

Why is Bongo-Java always filled with intense college students? (Well, they're not talking about their manicures.) Prepare yourself to wow your future friends by becoming intimately familiar with short stories you won't find on the classroom syllabus. We'll read, talk about, and explore what's really going on in the stories, and then write one of our own. Think of this course as rehearsal for the coffee house in your future.

Limit: *Maximum 15*
Cost: *$10.00*

The Sixties

This course will focus on certain aspects of American culture during the turbulent decade of the 1960's. Among the topics will be the Vietnam conflict, the assassinations of John F. Kennedy and Martin Luther King, Jr., the growth of liberation movements (Black, Hispanic, Native American, and female), campus unrest, the emergence of a youth counter-culture, and new developments in art, literature, and music. Films, tapes, and other resources will supplement the lecture - discussion format.

Limit: *Maximum 16*
Cost: *$15.00*

Course Descriptions ~ Concentration in the Humanities

Whatever/As If....A study of knowledge, truth, and education through films

Films such as "Clueless," "Ferris Bueller's Day Off," "Dead Poet's Society," and "Stand and Deliver" all share a common setting–school. A careful study of these films and others reveals much about our society and what it considers a good school, a good teacher, a good student, a good education. These films in their own way cause the viewer to make decisions about the nature of learning, the meaning of truth, and the value of an education. In "Dead Poet's Society" a gifted teacher helps students understand and experience the importance of literature and confront major philosophical issues. "Ferris Bueller," on the other hand, seems to tell us that the important things to be learned in life are not in school but out of school. In "Clueless," school is important, not as a center for learning but rather as a command post for social situations. In this course students will be looking at, discussing, and forming opinions of their own about schools and related philosophical issues. At the end of the course, these ideas will be presented in a creative project that might be a short story, a short video production, or a screen play.

Limit: *Maximum 15*
Cost: *$15.00*

When Bad Things Happen to Good People

A one-year old infant dies of liver failure; two teenagers die tragically in an automobile accident shortly after their graduation; a chartered jet carrying over 200 soldiers of the 101st Airborne Division crashes killing all aboard - millions of Jews, Catholics, Slavs, Gypsies, and others are tortured and killed following the demonic plans of a maniacal dictator.

In the face of such tragedies, the human response is seemingly universal. We all feel shock, disbelief, sadness, and a sense of loss. At the same time, there is something more deeply disturbing about this dark corner of the human experience that leaves us feeling at once vulnerable and outraged, and that ultimately causes each one of us at some moment to wonder "WHY?" This question cuts to the very core of what we believe about ourselves and about our world.

Through selected readings, primarily from Harold Kushner's book When Bad Things Happen To Good People, this course will attempt a serious if necessarily brief inquiry into the meaning and manifestations of human suffering: an inquiry as much intended to stimulate thought as to attempt definitive solutions. Guest speakers and a film will supplement the class discussions, during which students will be encouraged to share personal opinions and reflections as well as critical appraisals of the materials studied. Students are required to keep a journal.

Limit: *Maximum 20*
Cost: *$20.00*

Whodunit – It's a Mystery to Me

Edgar Allan Poe invented it. Sir Arthur Conan Doyle perfected it. And thousands of authors have imitated it ever since. What is it? The mystery, of course, perhaps the most popular form of literature ever written. If you love mysteries, you'll have a great time learning about how they came into being, what the difference between a good and a bad mystery story is, and how reading them can actually make you smarter! We'll read classic detective stories as well as watch movies as we explore this exciting genre. A final creative project will be required.

Limit: *Maximum 20*
Cost: *$10.00*

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Limit: *Minimum 8, Maximum 16*
Cost: *$415.00 Includes round trip air fare, hotel accommodations, entrance fees to several cultural experiences. Does not include meals or transportation in Washington.*

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Limit: *Minimum 8, Maximum 15*
Cost: *$5.00*

Course Descriptions ~ Concentration in Math/Science

Bridges

What makes a good bridge? If you guessed "one that doesn't fall down," you are eligible for this course. Students will look at the art of spanning space from Pre-Roman times to the present. Each student will build three different bridges (simple arch, truss, and suspension) and test them for structural integrity. We will discuss some of the physics involved in structural engineering and try to understand the disaster of the Tacoma Narrows Bridge.

Limit: *Maximum 12*
Cost: *$15.00*

Cardiovascular Physiology

What makes a healthy heart? What is a heart attack? What are those paddles doctors always use on people's chests in medical shows? What is an ECG? What is the doctor listening for when she puts the stethoscope on your chest and asks you to breathe in and out? Find out the answers to these questions and many more. The class will begin with general cardiac anatomy and physiology. We will then study and perform labs on topics including blood pressure, heart rate, heart sounds, ECG, imaging of the heart, coronary blood supply, and exercise physiology. Students will also create and complete a personal cardiac profile assessing their own hearts. The class will include visits to leading cardiologists and researchers at Vanderbilt University Medical Center. Students will be required to take a short quiz, complete labs, do readings, and to complete a short research project on a cardiovascular topic of their choice.

Limit: *Maximum 12*
Cost: *$22.50*

Chemistry and Nutrition

What did you eat for lunch? Did you know that you burn calories drinking water? What is the difference between a protein, a carbohydrate, and a fat? In order to find the answers to these questions and to discover the needs of your own body, come spend three weeks with us in the chemistry room.

Limit: *Maximum 16*
Cost: *$10.00*

Course Descriptions ~ Concentration in Math/Science

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Limit: *Maximum 16*
Cost: *$10.00*

Cloning, DNA, and the Future of Mankind - Molecular Biology

This course will emphasize revolutionary discoveries and techniques in molecular biology of the last several decades. Topics will include the future potential of biotechnology, the ethics of cloning, and the impact of molecular biology on medicine and health. The course will be taught in the new Molecular Biology Center at Harpeth Hall. Activities will include extracting DNA, restriction mapping, cloning, polymerase chain reaction, and DNA sequencing. Students will perform these activities on an organism of their choice. Class projects will include determining evolutionary relationships between organisms studied.

Limit: *Maximum 16*
Cost: *$15.00*

Competition, Cooperation, Adaptation

To what extent should "competition" be a part of the Harpeth Hall culture? Is there such a thing as being too competitive? When is "cooperation" a better strategy? Does cooperation only benefit the weaker partner? What is the role of "adaption?" It is easy to recognize examples of the myriad ways in which plants and animals have adapted to new environments, but how close are the parallels in human psychology or behavior? Is it OK to "adapt" to new social situations, or is that being hypocritical?

There is an interesting and ongoing scientific debate about how competition and cooperation play off each other. Darwin suggested that competition for limited resources has been the driving force behind the development of all the plant and animal life forms we see today, and others have used his ideas to explain politics, the marketplace, group social dynamics, and much more. Some new thinkers, on the other hand, argue that the importance of cooperation has been largely ignored. They say Darwin exaggerated the adversarial aspects of how nature works, and that we have been confused about it ever since.

In this course students will compare the dynamics within communities in natural ecosystems and within the communities of 9th and 10th grade girls. When is competition favored and when cooperation (from a biologist's point of view)? When is adaptation appropriate, and when is

Course Descriptions ~ Concentration in Math/Science

it "hypocrisy?" There will be about equal emphasis on what is happening in nature, and on social behavior on team busses, in the classroom, and in the Bear Lair. (The parallels are striking!)

The course will be a very active one, and will include field trips to the woods, several competitive and cooperative "new" games, mind-bending discussions, journal writing, and more.

NOTE TO STUDENTS: This course and "How Did You Get That Way" are competing with each other during the sign-up process. Only one can ultimately be offered, with student interest determining which that will be.

Limit: Maximum 12
Cost: $30.00

Engineering the World

Have you ever wondered what an engineer does? That's a difficult question to answer with the many types of engineers that there are - mechanical, electrical, biomedical, transportation, computer, civil, industrial, etc. This course will be split between projects, field trips, and some readings in the many broad fields of engineering. Field trips may include a trip to an auto mechanic's shop, the airport, the Saturn plant, the biomedical engineering department at Vanderbilt, a visit with a traffic engineer, and other things. We will not only find out what engineers do, but try our hands at being engineers through several projects. Hopefully we will also answer some questions along the way such as the following: How does your car start and burn fuel? Why does that traffic light always turn red when you get there? How are robots used in the work place? How is your car made from start to finish? Why are bridges built like they are (and why do some collapse?!!)? Why is the human heart really just a mechanical and electrical device? Come prepared to answer these questions and more in a fun, hands-on class.

Limit: Maximum 14
Cost: $30.00

Everything and the Kitchen Sink

Ever wondered about the kitchen sink? Well think about it for a minute. Where does the water come from? How does it get hot and cold? Is it safe to drink? Where does it go? How does the disposal work? How do you fix it if it's broken?

Well how about something more complicated....cars, lawnmowers, vacuums, fans, etc.? Ever change the oil? A tire? How does an engine work? Would you like to visit a car manufacturing plant? What else have you wondered about?

This course is designed to learn about the gadgets around us, how they work, how to fix them. We will focus on items in the house and garage, and go on to explore items of individual interest. Be prepared to get down and dirty with tools - we will be taking things apart!

Limit: Maximum 20
Cost: $20.00

How Did You Get That Way?

Some people love adventure and risk, others always play it safe. Some prefer to spend their time with one or two best friends, others are party animals. Some are open and gregarious, others shy and slow to make friends. Some seem self-centered and selfish; others too often put other people's problems ahead of their own. Some even suggest that males and females are from different planets.

Is it true, as some argue, that most of your personality was coded into you before you were even born? Or is your character and persona more a result of your culture, your circumstances, and your parenting? This "nature/nurture" controversy is alive and well and poses some interesting questions about gender differences, the concept of personal growth, the question of how "animal" you are, the role of education and much more. A broad combination of readings, speakers, journal writing, and non-lecture activities will support the discussions and debate that are at the heart of the course.

You won't come out of this course with many answers. But if you enjoy provocative ideas, good conversation, and the domain where biology and psychology overlap, do consider joining us.

NOTE TO STUDENTS: This course and "Competition, Cooperation, Adaptation" are competing with each other during the sign-up process. Only one can ultimately be offered, with student interest determining which that will be.

Limit: Maximum 16
Cost: $20.00

Course Deseriptions ~ Concentration in Health/Life/Community

A Stitch in Time

Are you tired of stapling the hem of your uniform skirt? Do you search for safety pins to replace the button on your kilt? You can learn basic wardrobe maintenance skills in this course. You will begin by constructing and stocking your own personal sewing kit. From there you will shop for materials and construct at least two garments. As part of a service project, you also will construct a garment for a premature baby at Vanderbilt Hospital.

Limit: *Maximum 10*
Cost: *$20.00*

As the World Turns

This discussion-oriented class is designed to give you background on recent events in the news. We will want to consider, "What is news?" and "Why is the news so bad?" Each student will be expected to read a daily newspaper, a weekly news magazine, and watch local and national news programs. Possible guest lecturers will include members of the local media. Periodic quizzes and class participation will be the basis of evaluation.

Limit: *Maximum 20*
Cost: *$10.00*

Beyond Hate

Inspired by Bill Moyers' PBS documentary of the same name, this course will challenge us all to reflect seriously upon the nature, genesis and manifestations of hate, racism, and intolerance. Is hate an integral part of the imperfection of the human spirit? Why and under what circumstances does it manifest itself? What is to be learned from the unspeakable atrocities of the past - and the present? Where and why are hate and racism to be found in our world? What can we do? To stimulate serious personal reflection on these complex and emotionally charged issues, students will view portions of the Moyers video and other appropriate video clips, read various selected passages, participate in a panel discussion, and keep a personal journal. A final project will be required. (If scheduling and logistics allow, we will take a day trip to the Civil Rights Museum in Memphis.)

Limit: *Maximum 25*
Cost: *$20.00*

Competition, Cooperation, Adaptation

To what extent should "competition" be a part of the Harpeth Hall culture? Is there such a thing as being too competitive? When is "cooperation" a better strategy? Does cooperation only benefit the weaker partner? What is the role of "adaption?" It is easy to recognize examples of the myriad ways in which plants and animals have adapted to new environments, but how close are the parallels in human psychology or behavior? Is it OK to "adapt" to new social situations, or is that being hypocritical?

There is an interesting and ongoing scientific debate about how competition and cooperation play off each other. Darwin suggested that competition for limited resources has been the driving force behind the development of all the plant and animal life forms we see today, and others have used his ideas to explain politics, the marketplace, group social dynamics, and much more. Some new thinkers, on the other hand, argue that the importance of cooperation has been largely ignored. They say Darwin exaggerated the adversarial aspects of how nature works, and that we have been confused about it ever since.

In this course students will compare the dynamics within communities in natural ecosystems and within the communities of 9th and 10th grade girls. When is competition favored and when cooperation (from a biologist's point of view)? When is adaptation appropriate, and when is it "hypocrisy?" There will be about equal emphasis on what is happening in nature, and on social behavior on team busses, in the classroom, and in the Bear Lair. (The parallels are striking!)

The course will be a very active one, and will include field trips to the woods, several competitive and cooperative "new" games, mind-bending discussions, journal writing, and more.

NOTE TO STUDENTS: This course and "How Did You Get That Way" are competing with each other during the sign-up process. Only one can ultimately be offered, with student interest determining which that will be.

Limit: *Maximum 12*
Cost: *$30.00*

Course Descriptions ~ Concentration in Health/Life/Community

How Did You Get That Way?

Some people love adventure and risk, others always play it safe. Some prefer to spend their time with one or two best friends, others are party animals. Some are open and gregarious, others shy and slow to make friends. Some seem self-centered and selfish; others too often put other people's problems ahead of their own. Some even suggest that males and females are from different planets.

Is it true, as some argue, that most of your personality was coded into you before you were even born? Or is your character and persona more a result of your culture, your circumstances, and your parenting? This "nature/nurture" controversy is alive and well and poses some interesting questions about gender differences, the concept of personal growth, the question of how "animal" you are, the role of education and much more. A broad combination of readings, speakers, journal writing, and non-lecture activities will support the discussions and debate that are at the heart of the course.

You won't come out of this course with many answers. But if you enjoy provocative ideas, good conversation, and the domain where biology and psychology overlap, do consider joining us.

NOTE TO STUDENTS: This course and "Competition, Cooperation, Adaptation" are competing with each other during the sign-up process. Only one can ultimately be offered, with student interest determining which that will be.

Limit: *Maximum 16*
Cost: *$20.00*

The Lifetime Skills Class: CPR/Money Manager

This is a two-part course. One part of the course will involve learning how to manage your money, the other CPR.

Imagine you've just graduated from college and you have your first job. In this class, you'll learn about finding a place to live, dealing with credit cards, insurance, banking, and budgeting. You'll find out about food and living expenses, writing checks and keeping a checking account, saving and investing. You'll learn to use Quicken, the country's most popular home financial software. You'll encounter taxes, learn about social security and withholding, and you'll even learn to fill out income tax forms!

The second part will provide you with instruction and practice in first aid and CPR. Students who complete the necessary requirements will be certified in both first aid and CPR at the completion of the course.

Limit: *Minimum 30, Maximum 70*
Cost: *$50.00*

Nashville: A City That Works

What does it take to make Nashville one of the most progressive cities in the nation? Students will explore the mechanics and techniques that lead to growth, new business, building roads and public buildings, and planning for the future. Field trips, interviews, guest discussion leaders, and individual research will help students understand how public and private interests, politicians, and business men and women, citizen action groups, and lawmakers interact to define the city Nashville will be ten or twenty years from now. Poverty, crime, schools, parks, recreation, social services, and health care are issues that will be investigated with visits to newspapers, the Metro Council, television stations, Metro Police headquarters, courts, banks, and the Chamber of Commerce. Students will be challenged to think realistically and practically about the academic lessons learned in civics, history, and economics.

Limit: *Maximum 14*
Cost: *$20.00*

When Bad Things Happen to Good People

A one-year old infant dies of liver failure; two teenagers die tragically in an automobile accident shortly after their graduation; a chartered jet carrying over 200 soldiers of the 101st Airborne Division crashes killing all aboard - millions of Jews, Catholics, Slavs, Gypsies, and others are tortured and killed following the demonic plans of a maniacal dictator.

In the face of such tragedies, the human response is seemingly universal. We all feel shock, disbelief, sadness, and a sense of loss. At the same time, there is something more deeply disturbing about this dark corner of the human experience that leaves us feeling at once vulnerable and outraged, and that ultimately causes each one of us at some moment to wonder "WHY?" This question cuts to the very core of what we believe about ourselves and about our world.

Course Descriptions ~ Concentration in Health/Life/Community

Through selected readings, primarily from Harold Kushner's book When Bad Things Happen To Good People, this course will attempt a serious if necessarily brief inquiry into the meaning and manifestations of human suffering: an inquiry as much intended to stimulate thought as to attempt definitive solutions. Guest speakers and a film will supplement the class discussions, during which students will be encouraged to share personal opinions and reflections as well as critical appraisals of the materials studied. Students are required to keep a journal.

Limit: *Maximum 20*
Cost: *$20.00*

Course Descriptions ~ Concentration in Service Learning

Albert Schweitzer said, "I do not know what your destiny will be, but this I do know...the only ones among us who will truly be happy are those who have fought for and found a way to serve."

Historically, independent schools have supplied their communities with outstanding volunteer leadership in the arts, politics, social service, and education. Ward-Belmont and Harpeth Hall women have led the Nashville community, fulfilling major roles and supplying countless hours of informed, vital service to enhance the lives of all of us.

What is service learning? Where do I fit in? What does the community need from me? Will serving really make me happy?

Examining these questions and taking a major service role in the community for three weeks will be at the heart of this concentration. Since this is a double concentration (two blocks) students taking it will participate in one additional concentration. Freshmen and sophomores are eligible. Freshmen electing this concentration will be required to complete five concentrations, rather than six, by the end of the sophomore year. Students will have a service assignment before the classes begin, after an interview with Mrs. Lentz to match interests and offerings. Students will keep a daily journal. Films including "Love Leads the Way" and "Philadelphia" will be used for class discussion and journal responses.

Limit: *Maximum 42*
Cost: *$30.00*

Junior/Senior Program Requirements

Every student is required to earn one-half credit each Winterim she is a Harpeth Hall student. Juniors and seniors may earn this credit by successfully completing an academic travel program, work/study program, or an independent study program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grade, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio which will be given to her at the end of her senior year. Each student is required to spend a **minimum of six hours** daily involved in her work or project. Time provided for lunch breaks **is not** included in this minimum six hour requirement. (See pages 19-22 for a detailed explanation of the expectations and guidelines for these programs.)

The grading system for the off campus program will be a pass/fail system. Each student will be required to submit work from her program to be included in her Winterim portfolio. The pass/fail system will follow these guidelines:

HP (High Pass)	Exceptional
P (Pass)	Good
LP (Low Pass)	Acceptable Minimum
F (Fail)	Fail
NC (No Credit)	No credit given those who are unable to complete the requirements due to illness.

Registration

Juniors and seniors may apply for a Winterim program by completing one of the forms in the back of this catalog and submitting it to Mrs. Fuller. Students should check with Mrs. Fuller or the appropriate faculty supervisor about their plans before filling out their applications.

Junior/Senior Program Requirements

Work/Study Placement

The information requested on the Work/Study Application Forms on pages 33 and 35 of this catalog must be provided in full and the forms signed by the student, the parents, and the faculty work/study supervisor before turning one in to the Winterim office and the other in to the faculty work/study supervisor on or before October 22, 1997. It is important that the information about the community sponsor be complete and correct and that the parents and students understand the responsibilities they are accepting when they sign the form.

Independent Study

Students wishing to pursue an independent study program should work with Mrs. Fuller or a faculty advisor to develop a proposal that will meet the requirements outlined on the Independent Study Application Form in the back of this catalog. The proposal should be submitted along with the completed form to Mrs. Fuller no later than October 22, 1997. **All** work/study and independent study applications must be signed by each of the following:

1. *The faculty member supervising that work/study or independent study program*
2. *The student*
3. *The student's parents*

Academic Travel Programs

To reserve a place on an academic travel program, a deposit in the amount stated on page 26 **must be given personally to Mrs. Fuller on or before September 17, 1997**. This check represents the first of three payments for the desired travel program and is fully refundable only if the program is canceled. The student should complete the Application/Agreement Release Form (page 39) and turn it in to Mrs. Fuller with the initial deposit. Availability of space on any travel program is determined on a first-come, first-serve basis. All travel agreements should be signed by the student and her parents.

Registration Deadline for Travel Program:
September 17, 1997

Registration Deadline for Work/Study Programs and Independent Study Proposals:
October 22, 1997

Work/Study Program

Throughout the existence of Winterim, some of the most meaningful experiences have been the result of involvement in the work/study program. In this program, juniors and seniors have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by practical experience, but of equal value is the realization that a career choice is, in fact, unsuitable.

The work/study program is an apprenticeship arrangement with our community and, for the most part, depends upon the willingness and concern of the prospective community sponsor. The determining factor as to the availability of positions and the continuation of the program is the individual student. Every year work/study participants must prove their seriousness and their responsibility to their sponsors and to the community-at-large. Words are not enough. Students must show their initiative, be prompt and regular in attendance, and be conscientious in the performance of their tasks. Genuine enthusiasm and interest will communicate student attitudes most effectively.

While many work experiences offer real hands-on activities for Harpeth Hall interns, other placements are valuable for the general atmosphere of the work site and the opportunity to observe professionals as they perform their duties. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective work/study sponsors is essential. During a required interview prior to January, students and sponsors must become familiar with each other's understanding of the program and expectations about the proposed placement. It is important that students formulate a clear picture of the duties they will be expected to perform and develop a realistic idea about the limitations and responsibilities accompanying their internship in a professional situation. **Careful attention to goals and objectives in advance will enhance the chances for a successful work/study experience in January.**

In the past many career areas have been explored. However, options open to a student for Winterim '98 are not confined to those placements available in the past. The possibility of any placement actually originates in the student herself. **The parents are strongly encouraged to assist the student in choosing an area of interest.** Students then need to check with the appropriate adult supervisor for guidance in placement.

Every effort will be made to help the student assess her interests and capabilities, establish reasonable expectations, and locate worthwhile positions. If a student has difficulty identifying a work/study area, Mrs. Fuller will be happy to help her.

In preparation for application for participation in the work/study program and consideration of a specific placement, both the student and her parents must carefully review the following:

1. *Participation in this program requires work and regular daily attendance. Students are expected to be present a minimum of* ***six hours daily****.*

2. *Placements are voluntary and* ***pay must not be accepted*** *for work during January.*

3. *Placements should have educational benefits, and non-education experiences should be avoided.*

Work/Study Program

4. *Students **are not** to seek work/study placements with family members (father, mother, aunt, uncle, grandparent). Only under very **unusual** circumstances will these work/study programs be approved. Any request for such approval must be directed to Mrs. Fuller.*

5. *Placements will not be approved with any community sponsor where the student has been previously employed or has worked as a volunteer. **Failure to adhere to this guideline will result in an automatic F.***

6. *The amount of responsibility and activity involved in a placement should be assessed and understood in advance by students, parents, and community sponsors.*

7. *The hours of attendance requirements of the community sponsor may exceed the minimum set by the school.*

8. *Transportation arrangements demanded by the location of the placement are the responsibility of the student and/or her parents.*

Students are responsible for understanding and accepting the above requirements as they consider their choices in the work/study program.

The process of developing a work/study program is long and complex. It involves the student, the parents, the faculty, and the community and it may take months to finalize. In general, the process involves four stages: clarification, preparation, implementation, and evaluation. The following outline is included here in order to familiarize students and parents with this process prior to their commitment to a work/study program.

Stage I: Clarification

1. *A student must begin early to assess her interests, goals, and expectations. After consulting with her parents, Mrs. Fuller, and the designated faculty supervisor, a decision must be made as to the type and location of placement desired.*

2. *Once the student has arranged her work/study position she must fill out the two work/study application forms in the back of the catalog. These forms must be signed by the parents and the faculty supervisor responsible for the particular work/study area. One of the forms is to be returned to the Winterim office and the other form is to be given to the faculty supervisor. These forms include information concerning general work/study responsibilities, snow day policies, and absentee procedures. **The student and parent signatures denote an acceptance of these conditions.***

Work/Study Program

Stage II: Preparation

1. *After a student's application for the work/study program is accepted, she will prepare a personal resume, including a statement of goals and expectations. At this time the supervisor will help her finalize her placement, prepare the resume, due before November 5, 1997, and prepare for the interview (outlined in number 3 in this section).*

2. *Late in the fall a letter from the school will be mailed to the community sponsor which will include details of the arrangement, appropriate names, addresses, phone numbers, and a copy of the student's resume. Students will receive a copy of this letter.*

3. *Each student must have a personal interview with her community sponsor before December . Forms to be completed by the student following the interview will be available from the faculty work/study supervisor and must be filled in and returned to that supervisor upon completion of the interview. This form will summarize the student's accepted responsibilities and outline as specifically as possible the expected activities.*

4. *If requested by the community or faculty sponsor, students may need to do some reading, observing, or vocabulary work prior to January.*

5. *Workshop sessions will be arranged prior to January if requested by the community sponsor.*

Stage III: Implementation

1. *A student should expect, in most situations, two visits from her faculty supervisor during her three weeks, although this may vary according to the specific assignment.*

2. ***The policy of school closings for snow days does not apply to work/study placements.*** *If the place of employment is open for work, the student is expected to be present. Faculty supervisors must approve any absence excused by a community sponsor. Only if the place of employment is closed because of weather is the day's absence automatically excused.*

3. *All absentees should be reported daily to the community sponsor, the school office, or the supervising teacher.*

Stage IV: Evaluation

1. *The evaluation procedure begins* ***immediately*** *following the close of Winterim. The purpose of the evaluation is to promote good community relations and to insure continuing programs.*

2. *Each student will be required to keep a daily journal and to write an evaluation of her Winterim experience. Journals will be kept in a notebook provided by the school and distributed to the student with a copy of the confirmation letter. The evaluation form with guidelines will be enclosed in this notebook. Both journal and evaluation forms must be turned in to the faculty work/study supervisor on Monday, January 26, 1998.*

Final Dates

Work/Study Programs

Area Commitment: October 7, 1997
Application Form: October 22, 1997
Resume: November 5, 1997
Interview: December 12, 1997
Journal/Evaluation: January 26, 1998

General Requirements For All Work/Study Students

Eligibility

Junior and senior students

Attendance

Any student off campus on work/study programs will be present for the duration of her daily schedule. Two unexcused absences for any portion or all of the student's daily schedule will result in a failing grade. If the student's place of employment is closed due to weather, the day will not be counted as an absence. **If a student's community sponsor is open for work, the student is expected to be present. Inclement weather does not provide an excused absence.**

Absences approved by community sponsors must first be received and approved by the faculty supervisor. Failure to follow this procedure will result in an unexcused absence.

Any student who is absent without both parents' and the school's knowledge and permission will be suspended and placed on probation.

Transportation

A work/study student is expected to provide her own transportation to and from work. If road conditions are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should not undertake a work/study assignment.

Guidelines

It is the student's responsibility to understand, accept, and communicate to the community sponsor information concerning the guidelines of the work/study program. These details include minimum hours, dress, attendance, rules, and salary policies.

In addition, the confirmation letter written by the school to the community sponsor will also state the guidelines of the work/study program including minimum hours, dress, attendance, rules, and salary policies. The student will receive a copy of this letter.

It is the student's responsibility to adhere to all of the guidelines outlined for the work/study program by the school, particularly, dates for commitment, resume, and interview. Failure to do so will result in an on-campus placement.

Established Programs: Possible Options For Work /Study

1.) Science and Medicine

– Mrs. Legare Vest

– Mrs. Linda Karwedsky

This work/study program is designed for any student with a strong science background and career goals in a science related field. The variety of experiences available include basic medical research, industrial science, environmental science, veterinary medicine, and engineering.

All science apprenticeships must be cleared through the faculty supervisor. A student is encouraged to explore possible opportunities for a placement and then ask the faculty supervisors to make the initial contact with a community sponsor. The faculty supervisors will make every effort to work out an agreement with this sponsor.

2.) Special Education and Psychological Services

– Ms. Dana Long-Innes

This work/study program is designed for a student interested in various aspects of psychology and special education. Possible programs include working with mentally retarded, physically handicapped, emotionally disturbed, or learning disabled children. Other possible situations include active participation in day care centers, education programs for special community groups, and psychological or victim assistance services. Arrangements will be made with local schools, agencies, and institutions to provide students with practical experience in their chosen area. All placements of this type must be cleared through the supervisor.

3.) Theory and Practice of Teaching: Student Teaching

– Ms. Karen Roark

This work/study program is designed for the student who desires to explore the teaching profession as a possible career. After October 7, 1997, the student will meet with Ms. Roark on a regular basis in order to help her identify her role and responsibilities in the school where she will be working. During January the student will work in a local school under the direct supervision of the cooperating school and the indirect supervision of Ms. Roark.

When filling out her registration form, the student is asked to state her preference, if any, of school, grade, and subject area. Every effort will be made to locate the student in the school and area she desires. However, the student needs to be aware that such specific arrangements are not always possible. All student teaching assignments will be made by Ms. Roark.

Established Programs: Possible Options For Work /Study

4. Law and Government

– Mr. Tony Springman

This work/study program offers a student interested in a career in this area of the working world an opportunity to observe first hand and to gain valuable experience as an assistant in a variety of placements. Mr. Springman will help a student focus on her interests and identify a suitable position. These placements include assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing in various law enforcement agencies. A student should check with Mr. Springman before she makes an initial contact with a community sponsor.

5.) Business, Financial Service, Merchandising

– Mrs. Carol Orley

This work/study program is designed for a student interested in gaining work experience in the world of business. Possible placements include positions in banks, retail stores, data processing centers, and insurance offices. A student is encouraged to develop her own contacts, but if that is difficult, the supervisor will try to arrange a position which is compatible with the student's interests.

6. Media, Advertising and Public Relations

– Mrs. La-Voe Mulgrew

This work/study program is designed for a student who is interested in a career in media and/or communication. In order to avoid duplications, any student who desires a placement in this program should contact the faculty supervisor before she makes any contact with a possible community sponsor.

7. Internships in Washington, D.C.

– Mrs. Emily Fuller

These work/study programs in our nation's capital are varied. Some are on Capitol Hill, others in the Smithsonian or in museums. These programs are designed for mature, responsible students; therefore, any students who wants to apply for placement in this program should make an appointment with Mrs. Fuller in September. Students must make a commitment to this program on or before October 7, 1997.

In addition to being an exciting work/study opportunity, the Washington internship program is designed so that students will take advantage of the many cultural and historical offerings in the Washington area.

Independent Study Programs And Other Programs

Independent Study Program

Participation in independent study projects will be limited to juniors and seniors who have submitted a proposal and secured the approval of a sponsoring teacher and/or departmental chairman.

The student wishing to pursue an independent study should complete the Independent Study Application Form located in the back of this catalog and prepare a proposal meeting the requirements outlined on the form. Interested students are encouraged to work with Mrs. Fuller or a faculty member in preparing their proposal. The deadline for applications for independent study is October 22, 1997. Independent study projects may be pursued both on and off campus. Sponsoring teachers require frequent reports or discussions with the participating student and a final written presentation or performance is required.

Other Programs

There are other opportunities available through Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School. Information is available in the Winterim office. Interested students should make an appointment with Mrs. Fuller in September.

Academic Travel Program

The philosophy that there is no substitute for direct experience supports the academic travel option offered during Winterim. Whether students are observing different cultures or refining skills which were first introduced in the classroom, the experience is invaluable. The benefits of leaving their comfortable niches, using their abilities in new ways, and traveling or working with a group cannot be measured. The travel programs offered this year offer a variety of learning opportunities.

All participants of an academic travel program are required to attend and actively contribute to pre-departure orientation sessions. These meetings are a vital part of the total learning experience and are arranged so as to better prepare the student for the sites and experiences of her trip. **Failure to attend any three of these meetings without written permission from the program sponsors and approval from Mrs. Fuller will result in a disciplinary violation. Failure to attend a fourth session will result in a detention.** If a student earns two detentions due to unexcused absences from pre-travel orientation sessions she may, at the discretion of the school, be asked to withdraw from the program. Any refund of payment will be made on the basis of the date of the second detention and the cancellation and refund policy of the travel agency who holds the contract for that particular program.

A daily journal and written report/evaluation of her travel experience is due on Monday, January 26, 1998. Journals will be kept in a notebook provided by the school and distributed to the student with a guideline for the written report. The journal and the written report should be given to the trip chaperones. The written evaluation or a journal entry may become a part of the student's portfolio.

Academic Travel Program

Even with careful pre-planning and continual rechecking, the exact cost of an academic travel program is difficult to establish six months ahead of time. Because of the fluctuations of the dollar on the foreign exchange and the very real possibility of changes in airfares, fuel costs, and foreign taxes, all costs for travel are approximate. As a result, there could be some fluctuation in the costs quoted at this time. Parents will be notified of any change in cost before the November date for final payment.

Harpeth Hall travel offerings are learning programs and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, is an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality and quantity of the program.

In planning a travel program, it is vital that we have a firm commitment from those who wish to participate. Each program, therefore, requires a non-refundable deposit with registration on or before September 17, 1997. In order to take advantage of the lower air fares, a second payment will be due by October 15, 1997. These deposits are not refundable unless the program is cancelled by Harpeth Hall. Refunds will be made on the basis of the date of program cancellation and the refund policy of the travel agency who holds the contract for that particular program. Trip cancellation insurance can be purchased in order to protect against losses due to cancellation.

Full payment for travel programs will be due November 12, 1997. After that date, no individual refunds can be made except in the cases of severe illness or emergency, with the final decision on refund resting with the school. In no case is the payment refundable if withdrawal occurs within the week prior to departure.

Parents may also want to know that our regular student accident insurance is extended to 24-hour coverage for all participants throughout the period of the travel program.

Payment Schedule for Travel Programs

Payment Schedule for Travel Programs

1) Due on or before September 17, 1997: a non-refundable deposit of $1,200.00.

2) Due on or before October 15, 1997: a second payment of $1,000.00.

3) Due on or before November 12, 1997: final, full payment of balance.

Make checks payable to Harpeth Hall School. All checks should be given to Mrs. Fuller, not the business office.

All The World's A Stage!

Mrs. Janette Fox Klocko

Theatre students will have the wonderful opportunity to explore their love of theatre along with all the panorama, the history, the landmarks, the food, fascinating sightseeing, the shopping, and the entertainment that is uniquely England!

We will spend the week before we leave in intensive preparation for what we will experience in London. Students will be expected to read the scripts (during the holiday break) of the shows we intend to see. The first week will be spent discussing and analyzing the shows and preparing monologues or scenes for the workshops in London.

With footlights in our eyes and eager anticipation, we will submerge ourselves in all that London has to offer! We will have best seats to two West End productions, one National Theatre production, one Royal Shakespeare Company production, and one Fringe Theatre production. We will participate in one or two theatre workshops led by professionals. We will visit Stratford-upon-Avon as well as many other exciting places including Windsor Castle, the National Theatre, Shakespeare's birthplace, Anne Hathaway's cottage, Shakespeare's Globe Theatre, a half-day sightseeing tour of Windsor and a half-day sightseeing tour of London including the Tower of London. We will also participate in a Medieval Banquet.

After our return, we will spend our final few days discussing, analyzing, and absorbing all we experienced and learned. Each student will be expected to keep a journal through the entire Winterim period to document her preparatory work, her actual experiences, and her creative ideas, thoughts and insights. Students will also be expected to critique each show.

This promises to be a very exciting, worthwhile, and educational experience. If we don't have ten students sign up, we will consider an alternative trip to New Your instead! If you love theatre, then this will be the time of your life!

Eligibility:

11th and 12th grade students with good academic and citizenship standing. While it is not mandatory that a student currently be enrolled in a drama class, some past interest is expected of all participants. Attendance at the on-campus preparatory courses is required.

Cost:

$2,760.00 (based on 10 participants) This includes hotel accommodations, transportation to and from the airport in London, five theatre tickets, breakfast and dinner, three sightseeing tours and one or two theatre workshops. Cost does not include lunch, some transportation within the city, passport fees, or other personal expenses.

Payment:

1) A non-refundable deposit of $1,200.00 to secure a reservation on or before September 17, 1997
2) a second payment of $1,000.00 due on or before October 16, 1997
3) final full payment of balance due on or before November 12, 1997.

Dates

Depart Nashville on Friday, January 9, 1998, and return to Nashville on Monday, January 19, 1998.

Espana - La Experiencia

Ms. Pamela Crawford
Mr. Paul-Leon Tuzeneu

Come experience Spain during Winterim 1998! Live with a Spanish family in Alcalá de Henares, a charming suburb of Madrid, for two weeks and immerse yourself in the language and culture – truly the best way to learn a foreign language. Our trip leaves on Friday, January 2 and returns Thursday, January 22, 1998. After two weeks of a homestay in Alcalá de Henares and soaking up the sites of Madrid, we will take a side trip to Barcelona.

During our time in Alcalá, we will meet daily to take cultural classes like Flamenco dance, cooking, and Spanish cinema at our local affiliate, Escuela Internacional as well as afternoon and all-day excursions to outlying areas of interest. Some of these excursions will include half-day trips to the Royal Tapestry Factory, el Prado, Casa de Cervantes, and the Parque Retiro. Our all-day excursions will be to the beautiful towns of Toledo and Segovia. You will also have some free time to spend with your host family and friends and may use the easily accessible modes of transportation available to explore sites of your own interest. (Always travel in groups of two or more.)

In Barcelona, we will stay at a youth hostel for three days to tour this magnificent port city. We will visit the Picasso museums, Gaudi creations and stroll along the famous Rastro. This will provide you with the foundation you will need when traveling to Europe in smaller groups in the future.

Eligibility

Juniors and seniors enrolled in third, fourth, or fifth year Spanish. Students with less Spanish may see either Ms. Crawford or Mr. Tuzeneu about the possibility of taking the trip.

Cost

$2,700.00 (based on 10 participants). This includes air fare, accommodations, transportation to and from the airport in Spain, excursions in and out of Madrid, museum fees and other entrance fees on the excursions, breakfast, lunch, and dinner, emergency medical insurance, local support in Spain. This does not include transportation other than as a part of a group activity, passport fees, or other personal expenses. This price may vary due to the unstable position of the dollar in Europe.

Payment

1) A non-refundable deposit of $1,200.00 on or before September 17, 1997
2) Second payment of $1,000.00 due October 16, 1997
3) Final full payment of balance due on or before November 12, 1997.

Dates

Depart Nashville on Friday, January 2, 1998, and return Thursday, January 22, 1998.

Winterim-en-France

Ms. Jennifer Cox
Mrs. Anissa Konieczny

This year's Winterim-en-France adventure begins with a TGV train ride to Avignon, a city of 100,000 in the heart of the Provence region of southern France. This beautiful city, peppered with bell towers emerging from a mass of pink roofs, stretches along the banks of the Rhône River and is surrounded by ramparts. It is dominated by the Rocher des Dons on which stand, majestically, the cathedral and the medieval Palais des Papes.

During our first week, we will stay in "le Hameau Champfleury," a residential center, where we will have afternoon classes on Modern France, its history and culture, taught by a professor from the University. Mornings will be spent exploring Avignon and its environs. Evenings will allow us time to take in the opera, theatre, movie, or the central cafe. A full-day excursion will take us to the Cistercian Abbey of Sénanque and to Cavaillon to a beautiful synagogue built in 1772. Another outing will find us in Arles, Roman capital and major religious center of the Middle Ages. Arles offers two Gallo-Roman antiquities, an amphitheater and theatre, and two gems of Romanesque art, the Cloisters and the doorway of Saint-Trophime.

The second week of our stay offers students the unique opportunity of becoming part of a French family in the Avignon area. Each student will be asked to develop a presentation to share with the English classes in the school she will attend during that week.

After our homestay, we will take the train to Beaune, located in the center of the Burgundy wine country. Considered one of the most charming and attractive of French provincial towns, our stay in Beaune will allow us to take in another aspect of French life as well as to visit the Hotel-Dieu, an architectural masterpiece built in 1450.

Next stop: Paris! We will learn to get around by foot, metro, and bus as we take in the Louvre, the cathedral of Notre-Dame, the Musée de Cluny, the Sainte-Chapelle; the list is endless, but we will never tire as there will always be a cafe nearby for a quick rest!

Eligibility

Juniors and seniors currently enrolled in third-year French, or who have had three or more years of French. (Preference is given to French V, then IV, then IIIA.) Those with less French may check with Ms. Cox about the possibility of going.

Cost

$2,700.00 (based on 10 participants). This includes air fare, hotel accommodations, rail transport, bus tours in Paris and to the chateau country, museum fees, and metro tickets for group excursions and evening entertainment in Paris. This does not include lunches in Paris and some lunches in Issoudun. Paris transportation other than as part of a group activity, or other personal spending money. This price may change slightly due to unstable economic conditions in France.

Payment

1) A non-refundable deposit of $1,200.00 to secure a reservation on or before September 17, 1997
2) second payment of $1,000.00 due on or before October 16, 1997
3) final full payment of balance due on or before November 12, 1997.

Dates

Depart Nashville on Thursday, January 1, 1998, and return on Thursday, January 22, 1998.

Freshman/Sophomore Registration Form 1998 – Due September 16, 1997
Winterim On-Campus Program

(Last Name first) _____

Date _____ Class: (Circle one) Freshman Sophomore

Concentration (Number all five in order of preference. If you are choosing Service Learning, it must be your first preference.)

_____ Arts

1st choice _____

2nd choice _____

3rd choice _____

_____ Humanities

1st choice _____

2nd choice _____

3rd choice _____

_____ Math/Science

1st choice _____

2nd choice _____

3rd choice _____

_____ Health/Life/Community

1st choice _____

2nd choice _____

3rd choice _____

_____ Service Learning (requires two blocks)

Parent (s)'s Signature _____ Date _____

Advisor's Signature _____ Date _____

Winterim Off-Campus Work/Study Program
Application Form 1998

Name (Last Name First) _____

Class _____

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor (name of organization) _____

Community Supervisor (name and title of person supervising) _____

Business Address _____

City _____ State _____ Zip _____

Phone _____

Statement of Responsibilities

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim work/study apprenticeship. I am willing to abide by the rules for attendance and I understand that I am responsible for my own transportation to and from work. I will notify my employer and my faculty supervisor if I will be absent from work.

Student's Signature _____

I/we, the parent (s) of _____
understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 1998. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent (s)' Signature _____

Faculty Supervisor's Signature _____

Winterim Off-Campus Work/Study Program
Application Form 1998

Name (Last Name First) _____

Class _____

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor (name of organization) _____

Community Supervisor (name and title of person supervising) _____

Business Address _____

City _____ State _____ Zip _____

Phone _____

Statement of Responsibilities

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim work/study apprenticeship. I am willing to abide by the rules for attendance and I understand that I am responsible for my own transportation to and from work. I will notify my employer and my faculty supervisor if I will be absent from work.

Student's Signature _____

I/we, the parent (s) of _____ understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 1998. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent (s)' Signature _____

Faculty Supervisor's Signature _____

Application for Independent Study ~ Winterim 1998

Name _____

Class _____

Study Area _____

Supervisor _____

INDEPENDENT STUDY PROPOSAL GUIDELINE:

1. ***Introduction*** – *Describe the subject of your proposed independent study, the overall purpose of your study and the rationale for using your Winterim time for this study.*

2. ***Goals and Activities*** – *Outline specifically the goals you expect to achieve during the Winterim period and in what activities you will be involved to reach these goals.*

3. ***Evaluation*** – *Explain who will evaluate your progress and how you will be evaluated. (Will you write a paper, perform, or create or produce a work of art?)*

The proposal should be written legibly or typed in good grammatical form and attached to this completed form when submitted to Mrs. Fuller.

STATEMENT OF RESPONSIBILITIES

I understand that I must be involved in the activities described in my proposal every day of the Winterim period for at least 6 hours a day or 30 hours a week excluding lunch and that I will stay in regular contact with my Winterim supervisor. Furthermore, I understand that my Winterim grade will depend upon my ability to follow the guidelines of my proposal and my supervisors evaluation of the quality of my work.

Student's Signature _____

Parent (s)' Signature _____

Faculty Supervisor's Signature _____

Date _____

Application for Travel:
Winterim 1998 - Agreement and Release

I, or we, the undersigned parent (s) (or guardian) of _____.
a student at Harpeth Hall School, hereinafter referred to as "Student", for and in consideration of said school undertaking the sponsorship and supervision of a trip to _____ as a part of the school's Winterim program, in which Student is a participant, agree as follows:

I (or we) release the school and/or its employees from any claim for injury, damage, or loss caused by the act or omission of any third party such as an air carrier, travel agency, hotel, or any other firm or individual not under the control or direct supervision of the school.

I hereby grant the school and its employees and agents full authority to take whatever actions they may reasonably consider to be warranted under the circumstances regarding Student's health and safety, and I fully release each of them from any liability for such decisions or actions as may reasonably be taken in connection therewith. I authorize the school and its agents, at their discretion, to place Student, at my expense and without my further consent, in a hospital within or outside the United States for medical services and treatment, or if no hospital is readily available to place Student in the hands of a local medical doctor for treatment. If deemed necessary or desirable by the school or its agents, I authorize them to transport Student back to Nashville, Tennessee, by commercial airline or otherwise at my expense for medical treatment.

Student understands that this is a supervised program and that group standards must be observed. She will at all times remain under the supervision of the school and its agents and will comply with the school's rules, standards, and instructions for student behavior. I hereby waive and release all claims against the school and its agents, both on behalf of myself and Student, arising out of her failure to remain under such supervision or to comply with such rules, standards, and instructions. I agree that the school shall have the right to enforce appropriate standards of conduct, and that it may at any time terminate Student's participation in the school's program for failure to maintain these standards or for any actions or conduct which the school reasonably considers to be incompatible with the interest, harmony, comfort, and welfare of other students. If Student's participation is terminated, I consent to her being sent home at my expense with no refund of fees.

On group tours or other activities arranged by the school, Student will accept the will of the majority whenever a matter of choice is presented to the group. Student will also accept in good faith the instructions and suggestions of the school or its agents in all matters relating to the program or the personal conduct of program participants.

I understand that the school reserves the right to cancel programs due to an insufficient number of participants or otherwise to make alterations in programs and itineraries as may be required. In addition, I understand that the school's program charges are based on currently applicable tariffs, government regulations and currency exchange rates and are subject to minor changes depending on the tariffs, regulations and rates in effect at time of departure.

All references in this agreement to "the School" and "its agents" shall include the school and all of its officers, directors, staff members, campus directors, chaperones, group leaders, and employees. All references herein to the "parents" of the applicant shall include the legal guardians or other adults responsible for the applicant, where applicable.

(continued)

Student has no health problems about which the school should be informed except as follows:

The Student joins in the Agreement and Release to the extent of her legal authority to do so.

This _____ day of _____ . 19 _____ .

Student's Signature

Parent (s)' or Guardians' Signature

During the activity, I may be reached at:

Address

Phone #

If I cannot be reached in the event of an emergency, the following person is authorized to act in my behalf:

Name & Address

Phone #

Relation to participant

Physician's name and phone

Additional remarks:

3801 Hobbs Road
P.O. Box 150207
Nashville, Tennessee 37215-0207

Address Correction Requested

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The Harpeth Hall School

winterim

1999

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The Harpeth Hall School

Mission Statement

Harpeth Hall, an independent college preparatory school for young women, offers a traditional curriculum designed to challenge each student to her highest intellectual and creative abilities. The school's program strives to develop in each young woman the skills, self-esteem, and confidence for having a successful college experience and for meeting the challenges of the future. Harpeth Hall is committed to a single-gender environment wherein each student can be equipped, nourished, and motivated to meet her greatest potential for learning as well as for living.

Goals

1.) To develop within each student the motivation necessary for productive study and a commitment to learning as a lifelong endeavor

2.) To provide a strong liberal arts education that will foster the student's awareness and realization of her academic potential and prepare her for a college of her choice

3.) To provide exceptional teachers who demonstrate expertise within their individual fields, an ability to communicate the knowledge effectively, and a concern for the personal and academic growth of each student

4.) To develop in each student a healthy self-image along with an understanding of how she can best relate to others within her school and community

5.) To create an atmosphere in which social responsibility and the search for ethical values are encouraged

6.) To build upon the advantages of education in a single-gender setting which empowers young women to meet their potential

7.) To achieve a higher level of cultural and economic diversity in our faculty and student body in order to reflect our increasingly multicultural society

8.) To provide a rich fine arts program that offers opportunities for intellectual growth and creative expression through the visual and performing arts

9.) To provide a diverse physical education program and an athletic program that teach skills, self-discipline, and sportsmanship through a variety of individual and team activities

10.) To provide learning experiences on local, national, and international levels that foster leadership and a strong sense of community responsibility

Winterim ~
The Philosophy and Experience

The Harpeth Hall Winterim program makes a unique contribution to our students' experience. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learnings are not limited to the classroom and laboratory or to traditional offerings in our eight-period day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.

The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in non-traditional areas. Finally, it provides faculty unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

Each girl's Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a non-traditional schedule, and opportunities to learn beyond the campus, in Nashville. Juniors and seniors will design their programs of work/study or academic travel from among well-established offerings. Independent study plans are encouraged as a stimulating offering for them. All students will be expected to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Please begin the conversation now in your family and soon with faculty advisors and expect to complete your arrangements in October.

Ann Teaff ~ Head of School
September 1998

Standards

During Winterim '99 the school will continue to expect the same conduct both on- and off-campus which is expected of Harpeth Hall girls during the school year.

Dress:

The school dress code will be enforced on campus. Girls who are participating in work/study programs or off-campus independent study will be expected to dress appropriately as determined by their situation. Those on academic travel programs will receive specific guidelines for dress considered appropriate and acceptable for the particular trip or locale.

Girls participating in art programs which may present a hazard to clothing may wear non-regulation clothes within the confines of the work area. When, however, they change classes, attend assemblies, go to lunch, etc., they must be in uniform.

Attendance:

Students participating in on-campus programs will attend all assemblies and classes. The policy for absences during Winterim is the same as it is during the school year. An absence the day before or the day after a holiday counts as a double absence. The two categories of absences and the procedures that accompany each are as follows:

1.) Excused absences:

a. ***Sickness or injury to the student*** – Parents should call the school before 8:30 a.m. on the morning of the sickness or injury.

b. ***Family emergencies involving illness, injury, or death*** – Parents should call the school before 8:30 a.m. on the day of the emergency.

c. ***Special family celebrations such as weddings, graduations, and bat mitzvahs*** – a note from the parents is needed for these absences. An absence form completed by the student is also required.

d. ***Religious holidays*** – a note from the parents is needed for these absences. An absence form completed by the student is also required.

2.) Unexcused absences

An unexcused absence occurs when a student misses all or part of the day without the knowledge of both parents and the school. An automatic suspension will result.

There is an absence form in the upper school office that must be completed before the day of an absence. The form must be signed by Mr. Chapman, taken by the student to her teachers, and given to Miss Reed. This form takes at least 24 hours to process and must be returned to the office before the student leaves for the absence.

3.) Absences and extracurricular participation

Any student who misses school on a given day is not allowed to participate in a school function scheduled for that day.

Students participating in off-campus programs will be present for the duration of their daily schedule. Two unexcused absences for any portion or all of the student's daily schedule will result in a failing grade. **Parents should notify the school and the student's community sponsor by 9:15 a.m. if the student will be absent. Schools may close for snow days, but businesses may not.** If a student's community sponsor is open for work, the student is expected to be present. **Normally, inclement weather does not provide an excused absence.**

Freshman/Sophomore Program Requirements

Every student is required to earn one-half Winterim redit each year she is a Harpeth Hall student. Freshmen and ophomores may earn this credit by successfully completing ne requirements of the on-campus program. These credits re included in the units required for graduation and are ecorded on the student's transcript. Each student's Winterim ecord (grade, comments, etc.) is included in her permanent le. In addition, samples of her work will be placed in her Vinterim portfolio which will be given to her at the end of er senior year.

Freshmen and sophomores will concentrate in four areas ver a two year period: humanities, math/science, arts, and ealth/daily living. Each year a student will take three oncentrations. Over a two-year period, a student will fulfill ix concentrations in four different areas, repeating a oncentration in two areas. In addition, the option to do a ervice concentration one of the two years is available, which ill require two time blocks. Therefore, a student who hooses the service concentration will fulfill five oncentrations over two years.

The daily schedule is:

Block I	7:55 - 9:45 a.m.
Block II	9:55 - 11:40 a.m
Lunch	11:45 a.m. - 12:35 p.m.
Block III	12:40 - 2:25 p.m.
Cleanup	2:25 - 2:35 p.m.
Assembly	2:40 - 3:20 p.m.
	(Monday - Thursday)

Grading System

The grading system for the on-campus program is the same as the grading scale for courses taken during the school year. Each student will be required to submit work from her program to be included in her Winterim portfolio.

GRADING SYSTEM

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	65-69
B	83-86	F	64 and below
B-	80-82	NC	No credit given for those who are unable to complete the requirements due to illness.

Course Descriptions ~ Concentration in the Arts

Acting and Performance Workshop

Tired of being yourself all the time? Why not be someone else for Winterim and animate a work of theatre in the process? Experience in the theatre is helpful, but not required. What is required is a willingness to work with others, to commit to your character, and to take a risk on stage. Even though we're doing a play, it's not all "play" -- there will be lines to be learned, character work to be done, production positions to be filled, and journal entries to be written--but it's all fun! The final "project" of this course will result in a public performance, both for the school and the community at large. Remember: you can be yourself again after Winterim!

Limit: *Maximum 14*
Cost: *$25.00*

Animation Art

The mission (goal) of this course is to encourage and develop imagination, creativity, and teamwork. "Animation Art" is a hands-on experience using different drawing techniques to create movement of characters and special effects, with the production of storyboards, flipbooks, and various techniques through the computer-generated Dabbler flipbook series.

A four-day trip to the Disney Institute in Orlando, Florida, is planned. Institute courses will allow further experimentation with animation, under the tutelage of professional animators. Theme parks are included.

Limit: *Maximum 14*
Cost: *To be determined in fall*

Cultural Reflections of Spain and Latin America

Experience a taste of Spanish and Latin American culture. In this three-week session, we will explore cuisine, arts and crafts, musical instruments, and dance. Journey through the modern and traditional cultures of Spain and a variety of Latin American countries. This class relies heavily on class participation, including class discussions, readings and hands-on activities. We will learn some dances, sample cuisine, and make authentic crafts, as well as possibly take a field trip to a Spanish restaurant.

Limit: *Maximum 20*
Cost: *$20.00*

Dance - Modern/Jazz:

This class involves the exploration and study of both modern and jazz dance techniques. Each class includes a full warm-up, cross-the-floor combinations, and center combinations. Dancers will experience a greater understanding of placement and movement in space. Basic dance experience is encouraged. (Completion of the Intro to Dance class is adequate preparation.)

Limit: *Maximum 25*
Attire: *Leotard, barefoot tights, kneepads, jazz shoes optional, but advised*
Cost: *$30.00*

The Fifties on Film

Some see the decade of the 1950s as a period of consensus--a breathing spell between World War II and Vietnam--in which everyone agreed on the basic principles and values guiding the nation. Others look at the undercurrents of rebellion--the beat poets, the birth of rock and roll, the start of the sexual revolution--and see the groundwork being laid for the explosive 1960s. Explore these issues, along with the history and culture of the decade through the popular films that document the era. These will include movies made during the 1950s, such as Rebel Without a Cause, High Noon, On the Waterfront, and Ben Hur, as well as those made later, such as Guilty by Suspicion, The Long Walk Home, and Grease. Along the way, learn to watch films more critically and to think about the "messages" that popular movies try to convey.

Limit: *Maximum 15*
Cost: *None*

From Stage to Silver Screen

Are you interested in live theatre? Do you love to go to the movies? Did you know that some of the most popular movies of our time were originally produced for the stage? In this course we will look at original play scripts such as Steel Magnolias and Prelude to a Kiss and explore the changes that occur as they are adapted to film. We will analyze the similarities and differences through both class discussion and written assignments. To shed further light on the difference between these two art forms, a field trip to a play will be

Course Descriptions ~ Concentration in the Arts

included if scheduling permits. Come join in this amazing journey from stage to screen!

Limit: Maximum 20
Cost: $20.00

Guitar and Songwriting

Have you ever wanted to play guitar? Write your own songs? This course has two complementary aims: to help the beginning guitar player learn to play, and to teach the novice songwriter the craft of songwriting. We'll look closely at the lyrics of well-written songs, write our own, and explore the fundamentals of guitar playing. You do not have to be able to sing to be in the class, nor do you need to have had experience playing guitar. However, each student should own her own guitar and should be prepared to pay a small fee ($25.00) to meet the cost of materials for a group project. This project--the design and recording of a CD of original songs--will cap the course.

Limit: Maximum 12
Cost: $25.00

How to Make An American Quilt

Our class will begin with a visit to the Museum of American Quilters in Paducah, Kentucky, where we will begin to understand quilting as an American woman's art form. Then we will proceed to Franklin, Tennessee, to select the materials for our group quilt and begin our stitching. When our fingertips are sore, we'll read and view The Making of An American Quilt by Whitney Otto and The Keeping Quilt by Patricia Polacco.

Limit: Maximum 15
Cost: $50.00 plus food for the day trip

Improv at 110%

Come lose your inhibitions, expand your creative forces, and eliminate unnecessary fears! This participatory class begins with creative movement and exercises to stretch the imagination through improvisations. This will lead to some unbelievable comedy matches that rely on your newly acquired improv techniques. You'll need some comfortable clothing, a wild imagination, and a great sense of humor!

Limit: Maximum 20
Cost: $10.00

Introduction to Modern Art

If you have ever stared at a work of modern art and thought to yourself, "I just don't get it," you are not alone. During the last one hundred years, the old criteria of what a work of art ought to be have been discarded one by one in favor of a dynamic approach in which everything becomes possible. This has meant that modern art has often baffled and disturbed its audience, but it has also meant that our century has produced art unprecedented in its diversity of individual styles. This course provides an overview of developments in the visual arts since the end of the 19th century. The focus will be on painting, but we will also look at the sculpture, photography, architecture, and design of the modern era. The format will be slide/lecture with an emphasis on class discussion based upon written handouts.

Limit: Maximum 18
Cost: $10.00

Light and Color

Light up your imagination and dazzle your friends by designing and assembling a stained glass window. You will use age-old techniques, dating back to the Gothic period, as well as turn-of-the-century innovations! You will learn to work from a "cartoon," make templates, cut and shape glass pieces, and foil and solder your window together. Materials will be provided for a first smaller project. Students will need to arrange transportation after school to purchase additional materials for a second larger project. Get ready to sharpen your wits...and don't forget to bring a band-aid!!

Limit: Maximum 16
Cost: $25.00

The Mad Hatter's Tea Party - The Narrative and Ceramic Vessel Making

This is a course on clay slab and coil work that will emphasize imaginative storytelling through the creation of a clay tea set - teapot, creamer, sugar and cups and saucers. These will not be standard shapes; they should reflect the impossible, and whatever you thought you couldn't make in clay will be possible. For inspiration read Alice in Wonderland and think of characters that could be used as functional shapes. Bring your own story, make a personal or social statement, and think of wild shapes, decorative

surfaces, and a unique product! Talent unnecessary but laughter and enthusiasm a must!

Limit: *Maximum 10*
Cost: *$50.00*

Techie 2000

If you love theatre and want to learn what goes into building a set and running a show, then this is the class for you! You will learn how to use power tools, swing a hammer, drill, paint, wash brushes, build a flat, leg a platform, etc. This class will help build the sets for the Middle School and Winterim Productions and run tech for the Winterim show. This is a great opportunity to stage manage - run light board, run sound board, or even master the spotlights. CAUTION: You are expected to be at all tech rehearsals and evening performances after school the last week of Winterim!

Limit: *Maximum 30*
Cost: *$25.00*

Whatever/As If...A study of knowledge, truth, and education through films

Films such as Clueless, Ferris Bueller's Day Off, Dead Poet's Society, and Stand and Deliver all share a common setting--school. A careful study of these films and others reveals much about our society and what it considers a good school, a good teacher, a good student, or a good education. These films in their own ways cause the viewer to make decisions about the nature of learning, the meaning of truth, and the value of an education. In Dead Poet's Society, a gifted teacher helps students understand and experience the importance of literature and confront major philosophical issues. Ferris Bueller, on the other hand, seems to tell us that the important things to be learned in life are not in school but out of school. In Clueless, school is important, not as a center for learning but rather as a command post for social situations. In this course students will be looking at, discussing, and forming opinions of their own about schools and related philosophical issues. At the end of the course, these ideas will be presented in a creative project that might be a short story, a short video production, a screen play, or a representation.

Limit: *Maximum 20*
Cost: *$10.00*

Who's Afraid of Classical Music

How and why should you listen to classical music? It is one of the glories of Western civilization and it's not as obscure as you think! No educated person should go through life without the acquaintance of Bach, Beethoven and Brahms. It should be seen as one of life's most exhilarating and satisfying sensory pleasures, and your discovery of it through recordings, videos, reading, and a possible trip to the symphony (if scheduling permits) will turn out to be a voyage of self-discovery. So, whether you're a music student, or a novice looking to gain an understanding of the world of classical music, this introduction to the classics offers something for everyone.

We will study basic symphonic and operatic repertory (as well as some more "interesting" pieces) through listening, basic music theory, composers and their lives, instruments of the orchestra, elements of music, and periods of Western music.

Students will be expected to identify periods in music history and their styles and composers, a basic understanding of music theory and form, and instruments of the orchestra (aurally, visually, and ranges). We do a lot of listening and analysis in this course! Come with open minds!

Limit: *Maximum 14*
Cost: *$5.00*

The World According to Mythology: Mythology and the Arts in Nashville and Washington, DC

Mythology and the arts are a powerful combination. Students in this course will explore Nashville and seek out performance arts, public art, museum collections, and stories from many different cultures. They will work to understand how mythology influences the arts and how the arts use mythology. The World According to Mythology will use mythology as a lens through which to view sculpture, film, painting, dance, and music; whenever possible, students will themselves experience the art form, whether it be sculpture, performance, or writing.

January 15-18, 1999, the class will travel to Washington, DC, to apply what they have learned to the arts found in the nation's capital. Both Nashville and Washington are decorated with public sculpture that reflects the marriage of

Course Descriptions ~ Concentration in the Arts

art and mythology. Theatre, dance performances, and concerts in both cities are imbued with the influences that mythology has had on civilizations throughout the millennia. Students will create their own mythologically-influenced project--a poem, a ballet, a short story, a painting, a series of photographs, a film...

Limit: *Maximum 16*

Cost: *$550.00 Includes round trip air fare, hotel accommodations, and several special events. This does not include meals, transportation in Washington, or spending money. One scholarship is available.*

Course Descriptions ~ Concentration in the Humanities

Beyond Hate

Inspired by Bill Moyers' PBS documentary of the same name, this course will challenge us all to reflect seriously upon the nature, genesis, and manifestations of hate, racism, and intolerance. Is hate an integral part of the imperfection of the human spirit? Why and under what circumstances does it manifest itself? What is to be learned from the unspeakable atrocities of the past--and the present? Where and why are hate and racism to be found in our world? What can we do? To stimulate serious personal reflection on these complex and emotionally-charged issues, students will view portions of the Moyers video and other appropriate video clips, read various selected passages, participate in a panel discussion, and keep a personal journal. A final project will be required. (If scheduling and logistics allow, we will take a day trip to the Civil Rights Museum in Memphis.)

Limit: *Maximum 25*

Cost: *$20.00*

Cultural Reflections of Spain and Latin America

Experience a taste of Spanish and Latin American culture. In this three-week session, we will explore cuisine, arts and crafts, musical instruments, and dance. Journey through the modern and traditional cultures of Spain and a variety of Latin American countries. This class relies heavily on class participation, including class discussions, readings and hands-on activities. We will learn some dances, sample cuisine, and make authentic crafts, as well as possibly take a field trip to a Spanish restaurant.

Limit: *Maximum 20*

Cost: *$20.00*

The Fifties on Film

Some see the decade of the 1950s as a period of consensus--a breathing spell between World War II and Vietnam--in which everyone agreed on the basic principles and values guiding the nation. Others look at the undercurrents of rebellion--the beat poets, the birth of rock and roll, the start of the sexual revolution--and see the groundwork being laid for the explosive 1960s. Explore these issues, along with the history and culture of the decade through the popular films that document the era. These will

Course Descriptions ~ Concentration in the Humanities

include movies made during the 1950s, such as Rebel Without a Cause, High Noon, On the Waterfront, and Ben Hur, as well as those made later, such as Guilty by Suspicion, The Long Walk Home, and Grease. Along the way, learn to watch films more critically and to think about the "messages" that popular movies try to convey.

Limit: Maximum 15
Cost: None

From Stage to Silver Screen

Are you interested in live theatre? Do you love to go to the movies? Did you know that some of the most popular movies of our time were originally produced for the stage? In this course we will look at original play scripts such as Steel Magnolias and Prelude to a Kiss and explore the changes that occur as they are adapted to film. We will analyze the similarities and differences through both class discussion and written assignments. To shed further light on the difference between these two art forms, a field trip to a play will be included if scheduling permits. Come join in this amazing journey from stage to screen!

Limit: Maximum 20
Cost: $20.00

Gender Roles

What is it to be female? What is it to be male? Through both lecture and discussion, this course will explore the topic of gender--its historical permutations, as well as what current research reveals about how gender and biology affect our perception of the world. Do men and women, boys and girls, inherently see the world differently? What strategies can we learn from each other to improve our relationships? Do the social transformations in the twentieth century, particularly since the 1960s, have as their foundation a redefinition of gender roles? How significant are these changes? Come and explore one of the greatest human mysteries--gender.

Students should expect nightly reading assignments and frequent written work. A $35.00 fee will meet the cost for texts and handouts.

Limit: Maximum 16
Cost: $35.00

How to Make An American Quilt

Our class will begin with a visit to the Museum of American Quilters in Paducah, Kentucky, where we will begin to understand quilting as an American woman's art form. Then we will proceed to Franklin, Tennessee, to select the materials for our group quilt and begin our stitching. When our fingertips are sore, we'll read and view The Making of An American Quilt by Whitney Otto and The Keeping Quilt by Patricia Polacco.

Limit: Maximum 15
Cost: $50.00 plus food for the day trip

Introduction to Modern Art

If you have ever stared at a work of modern art and thought to yourself, "I just don't get it," you are not alone. During the last one hundred years, the old criteria of what a work of art ought to be have been discarded one by one in favor of a dynamic approach in which everything becomes possible. This has meant that modern art has often baffled and disturbed its audience, but it has also meant that our century has produced art unprecedented in its diversity of individual styles. This course provides an overview of developments in the visual arts since the end of the 19th century. The focus will be on painting, but we will also look at the sculpture, photography, architecture, and design of the modern era. The format will be slide/lecture with an emphasis on class discussion based upon written handouts.

Limit: Maximum 18
Cost: $10.00

Math and Culture

Mathematics has played an important part in the historical development of our culture--from establishing the foundations of logical reasoning to supporting scientific and technological advances that continue to change our world. Cultural attitudes about math also affect us. Is mathematics just another school subject to be learned--or is there reason for the extra worry and money spent on tutors in math?

Can we learn something about ourselves as we learn about the subject? Students will be expected to do the required readings, assignments and projects, as well as participate in classroom discussions and activities.

Limit: Maximum 15
Cost: $20.00

Course Descriptions ~ Concentration in the Humanities

Once Upon a Time...

Ogres, fairy godmothers, witches, princesses, genies, and a giant talking dog...you'll meet these and many others in this course. We will study themes and values in a variety of world cultures as revealed by their children's literature, including familiar classics such as the Grimm fairy tales, the Arabian Nights, and the Jack tales of North American tradition, and also some not-so-familiar classics, including the Jataka tales of India, Dilemma tales from Africa, the legend of Fin MacCoul from Ireland, and many more. The course will culminate with the students writing their own children's stories dealing with human dilemmas from our own culture. (No creative writing experience necessary.)

Limit: Maximum 15
Cost: $20.00

Opening the "Black Box" of Soviet Russia

Explore modern-day Russia through the eyes of an experienced traveler. Unravel the mysteries of the former Soviet Union and learn what life was like for the people of a Communist country facing a future of uncertainty. Learn about the challenges they face today, particularly in regard to economic and social issues. This course will include short readings and discussion, and each student will complete a project that will give her an area of expertise in contemporary Russia. Slides, films, and guest speakers will enhance this unique look at Russian culture.

Limit: Maximum 12
Cost: $10.00

Religions of the World

Whatever their own personal beliefs may be, Americans are at least vaguely familiar with the Christian and Jewish religious traditions. Most of us, however, are woefully ignorant of the other faiths which exist in our world. This course will examine the basic teachings of Hinduism, Buddhism, and Islam and will also take a brief look at Taoism, Confucianism, Shinto, and the Sikh religion. The format will be primarily lecture/discussion with occasional films and at least one field trip. Students will be responsible for daily reading assignments.

Limit: Maximum 20
Cost: $15.00

Whatever/As If...A study of knowledge, truth, and education through films

Films such as Clueless, Ferris Bueller's Day Off, Dead Poet's Society, and Stand and Deliver all share a common setting-school. A careful study of these films and others reveals much about our society and what it considers a good school, a good teacher, a good student, or a good education. These films in their own ways cause the viewer to make decisions about the nature of learning, the meaning of truth, and the value of an education. In Dead Poet's Society, a gifted teacher helps students understand and experience the importance of literature and confront major philosophical issues. Ferris Bueller, on the other hand, seems to tell us that the important things to be learned in life are not in school but out of school. In Clueless, school is important, not as a center for learning but rather as a command post for social situations. In this course students will be looking at, discussing, and forming opinions of their own about schools and related philosophical issues. At the end of the course, these ideas will be presented in a creative project that might be a short story, a short video production, a screen play, or a representation.

Limit: Maximum 15
Cost: $10.00

Whodunit—It's a Mystery to Me

Edgar Allan Poe invented it. Sir Arthur Conan Doyle perfected it. And thousands of authors have imitated it ever since. What is it? The mystery, of course, perhaps the most popular form of literature ever written. If you love mysteries, you'll have a great time learning about how they came into being, what the difference between a good and a bad mystery story is, and how reading them can actually make you smarter! We'll read classic detective stories as well as watch movies as we explore this exciting genre. A final creative project will be required.

Limit: Maximum 20
Cost: $10.00

Course Descriptions ~ Concentration in the Humanities

The World According to Mythology: Mythology and the Arts in Nashville and Washington, DC

Mythology and the arts are a powerful combination. Students in this course will explore Nashville and seek out performance arts, public art, museum collections, and stories from many different cultures. They will work to understand how mythology influences the arts and how the arts use mythology. The World According to Mythology will use mythology as a lens through which to view sculpture, film, painting, dance, and music; whenever possible, students will themselves experience the art form, whether it be sculpture, performance, or writing.

January 15-18, 1999, the class will travel to Washington, DC, to apply what they have learned to the arts found in the nation's capital. Both Nashville and Washington are decorated with public sculpture that reflects the marriage of art and mythology. Theatre, dance performances, and concerts in both cities are imbued with the influences that mythology has had on civilizations throughout the millennia. Students will create their own mythologically-influenced project--a poem, a ballet, a short story, a painting, a series of photographs, a film...

Limit: *Maximum 16*

Cost: *$550.00 Includes round trip air fare, hotel accommodations, and several special events. This does not include meals, transportation in Washington, or spending money. One scholarship is available.*

Course Descriptions ~ Concentration in Math/Science

Bridges

What makes a good bridge? If you guessed "one that doesn't fall down," you are eligible for this course. Students will look at the art of spanning space from Pre-Roman times to the present. Each student will build three different bridges (simple arch, truss, and suspension) and test them for structural integrity. We will discuss some of the physics involved in structural engineering and try to understand the disaster of the Tacoma Narrows Bridge.

Limit: *Maximum 12*

Cost: *$15.00*

Chemistry and Nutrition

What did you eat for lunch? Did you know that you burn calories drinking water? What is the difference between a protein, a carbohydrate, and a fat? In order to find the answers to these questions and to discover the needs of your own body, come spend three weeks with us in the chemistry room.

Limit: *Maximum 16*

Cost: *$10.00*

Earth, Moon and Sun

Almost everyone knows the basics of the Earth, Moon, and Sun: the moon orbits the earth and goes through phases; the earth orbits the sun and goes through seasons. But how well do you understand these phenomena? In this course, we will conduct investigations and build models to answer questions about celestial motions. For example, why isn't the sun always overhead at noon? Would we still have seasons if the Earth were a flat disk instead of a sphere? Why do we only sometimes see the moon in the daytime? Why is it that most people have seen a total lunar eclipse but very few people have seen a total solar eclipse? We will also discuss questions suggested by students, so bring your curiosity! Assessment will be based on write-ups from investigations and a short paper presented to the class. We will visit the planetarium as a field trip.

Limit: *Maximum 15*

Cost: *$15.00*

Course Descriptions ~ Concentration in Math/Science

Gender Roles

What is it to be female? What is it to be male? Through both lecture and discussion, this course will explore the topic of gender--its historical permutations, as well as what current research reveals about how gender and biology affect our perception of the world. Do men and women, boys and girls, inherently see the world differently? What strategies can we learn from each other to improve our relationships? Do the social transformations in the twentieth century, particularly since the 1960s, have as their foundation a redefinition of gender roles? How significant are these changes? Come and explore one of the greatest human mysteries--gender.

Stndents should expect nightly reading assignments and frequent written work. A $35.00 fee will meet the cost for texts and handouts.

Limit: *Maximum 16*
Cost: *$35.00*

Math and Culture

Mathematics has played an important part in the historical development of our culture--from establishing the foundations of logical reasoning to supporting scientific and technological advances that continue to change our world. Cultural attitudes about math also affect us. Is mathematics just another school subject to be learned--or is there reason for the extra worry and money spent on tutors in math?

Can we learn something about ourselves as we learn about the subject? Students will be expected to do the required readings, assignments and projects, as well as participate in classroom discussions and activities.

Limit: *Maximum 15*
Cost: *$20.00*

Molecular Biology

This course will emphasize revolutionary discoveries and techniques in molecular biology of the last several decades. Topics will include the future potential of biotechnology, the ethics of cloning, and the impact of molecular biology on medicine and health. The course will be taught in the Molecular Biology Center at Harpeth Hall. Activities will include extracting DNA, restriction mapping, cloning, polymerase chain reaction, and DNA sequencing. Students will perform these activities on an organism of their choice. Class projects will include determining evolutionary relationships between organisms studied.

Limit: *Maximum 16*
Cost: *$40.00*

Shelby Woo and You

Daily crime scene labs and investigations turn you into hands-on detectives. This forensic chemistry course will give you the opportunity to meet the burden of proof to solve crimes ranging from check forgery to murder!

Limit: *Maximum 16*
Cost: *$20.00*

Course Descriptions ~ Concentration in Health/Daily Living

Beyond Hate

Inspired by Bill Moyers' PBS documentary of the same name, this course will challenge us all to reflect seriously upon the nature, genesis, and manifestations of hate, racism, and intolerance. Is hate an integral part of the imperfection of the human spirit? Why and under what circumstances does it manifest itself? What is to be learned from the unspeakable atrocities of the past--and the present? Where and why are hate and racism to be found in our world? What can we do? To stimulate serious personal reflection on these complex and emotionally-charged issues, students will view portions of the Moyers video and other appropriate video clips, read various selected passages, participate in a panel discussion, and keep a personal journal. A final project will be required. (If scheduling and logistics allow, we will take a day trip to the Civil Rights Museum in Memphis.)

Limit: *Maximum 25*
Cost: *$20.00*

Chemistry and Nutrition

What did you eat for lunch? Did you know that you burn calories drinking water? What is the difference between a protein, a carbohydrate, and a fat? In order to find the answers to these questions and to discover the needs of your own body, come spend three weeks with us in the chemistry room.

Limit: *Maximum 16*
Cost: *$10.00*

Communication Skills

This course prepares students to communicate more effectively by developing self-confidence, active listening skills, and better organization of thoughts and ideas. We will concentrate on delivering several forms of extemporaneous and impromptu presentations. (Occasionally, when students cannot be scheduled into the regular Communications Skills course, we allow this course to serve as a substitute.)

Limit: *Maximum 12*
Cost: *$10.00*

Fly-Tying and Flyfishing

There is a reason why there has been such a resurgence in the hobby of flyfishing for trout in the past few years. This sport provides a rare combination of physical activity, mental stimulation, and overall challenge--and it takes place in some of the most beautiful places on earth. This course will have three concurrent strands: Students will learn enough about trout behavior to understand the logic of flyfishing and read rivers. They will also learn to tie some simple but effective fly patterns. And they will learn the fundamentals of casting and using the flyrod itself. In spite of the January weather, we expect to take at least one weekend field trip to try out our new-found skills.

Each student must supply her own flyfishing equipment, which can sometimes be rented or borrowed. The school will supply fly-tying supplies, although there will be a $15.00 charge for materials. Students who wish to participate in the weekend fishing trip(s) will have to share costs for that as well--probably in the neighborhood of $30.00/day.

Limit: *Maximum 12*
Cost: *$15.00*

Gender Roles

What is it to be female? What is it to be male? Through both lecture and discussion, this course will explore the topic of gender--its historical permutations, as well as what current research reveals about how gender and biology affect our perception of the world. Do men and women, boys and girls, inherently see the world differently? What strategies can we learn from each other to improve our relationships? Do the social transformations in the twentieth century, particularly since the 1960s, have as their foundation a redefinition of gender roles? How significant are these changes? Come and explore one of the greatest human mysteries--gender.

Students should expect nightly reading assignments and frequent written work. A $35.00 fee will meet the cost for texts and handouts.

Limit: *Maximum 16*
Cost: *$35.00*

Knitting

Knitting is relaxing, productive, and most of all, fun! Take this course and learn how to cast on, knit, purl, cast off, and finish your knitted creations. We will talk about the different kinds of fabric and clothing that can be made with these techniques and learn all the other factors that go into

Course Descriptions ~ Concentration in Health/Daily Living

making a finished product. During a field trip to a local yarn store, we'll discuss how to select yarn and needles and then buy our supplies. By the end of the course, each student will have knitted a textured scarf and either a pair of mittens or a pair of socks.

Limit: Maximum 8
Cost: $40.00 (yarn, needles, and textbook)

The Lifetime Skills Class: CPR/Money Manager

This is a two-part course. One part of the course will involve learning how to manage your money, the other CPR.

Imagine you've just graduated from college and you have your first job. In this class, you'll learn about finding a place to live, dealing with credit cards, insurance, banking, and budgeting. You'll find out about food and living expenses, writing checks and keeping a checking account, saving, and investing. You'll learn to use Quicken, the country's most popular home financial software. You'll encounter taxes, learn about social security and withholding, and you'll even learn to fill out income tax forms!

The second part will provide the students with instruction and practice in first aid and CPR. Students who complete the necessary requirements will be certified in both first aid and CPR at the completion of the course.

Limit: Minimum 30, Maximum 70
Cost: $50.00

Web Page Maker

Combine learning, computers, and community service as we get to know an agency in Nashville in need of a web page. Working with the agency, we'll design its page and get it up and running on the Internet.

Limit: Maximum 10
Cost: $25.00

Course Descriptions ~ Concentration in Service Learning

Albert Schweitzer said, "I do not know what your destiny will be, but this I do know...the only ones among us who will truly be happy are those who have fought for and found a way to serve."

Historically, independent schools have supplied their communities with outstanding volunteer leadership in the arts, politics, social service, and education. Ward-Belmont and Harpeth Hall women have led the Nashville community, fulfilling major roles and supplying countless hours of informed, vital service to enhance the lives of all of us.

What is service learning? Where do I fit in? What does the community need from me? How can I really make a difference?

Examining these questions and taking a major service role in the community for three weeks will be at the heart of this concentration. Since this is a double concentration (two blocks), students taking it will participate in one additional concentration. Freshmen and sophomores are eligible. Freshmen electing this concentration will be required to complete five concentrations, rather than six, by the end of the sophomore year. Students will have a service assignment before the classes begin, after an interview with Ms. Bailey to match service interests and community needs. Students will keep a daily journal and learn from class discussions on movies, short stories, learning games, and special speakers.

Limit: Maximum 42
Cost: $30.00

Junior/Senior Program Requirements

Every student is required to earn one-half credit each Winterim she is a Harpeth Hall student. Juniors and seniors may earn this credit by successfully completing an academic travel program, work/study program, or an independent study program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grade, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio which will be given to her at the end of her senior year. Each student is required to spend a minimum of six hours daily involved in her work or project. Time provided for lunch breaks is not included in this minimum six hour requirement. (See pages 17-21 for a detailed explanation of the expectations and guidelines for these programs.)

The grading system for the off campus program will be a pass/fail system. Each student will be required to submit work from her program to be included in her Winterim portfolio. The pass/fail system will follow these guidelines:

HP (High Pass)	Exceptional
P (Pass)	Good
LP (Low Pass)	Acceptable Minimum
F (Fail)	Fail
NC (No Credit)	No credit given those who are unable to complete the requirements due to illness.

Registration

Juniors and seniors may apply for a Winterim program by completing one of the forms in the back of this catalog and submitting it to Mrs. Primm. Students should check with Mrs. Primm or the appropriate faculty supervisor about their plans before filling out their applications.

Junior/Senior Program Requirements

Work/Study Placement

The information requested on the Work/Study Application Forms on pages 33 and 35 of this catalog must be provided in full and the forms signed by the student, the parents, and the faculty work/study supervisor before turning one in to the Winterim office and the other in to the faculty work/study supervisor on or before October 21, 1998. It is important that the information about the community sponsor be complete and correct and that the parents and students understand the responsibilities they are accepting when they sign the form.

Independent Study

Students wishing to pursue an independent study program should work with Mrs. Primm or a faculty advisor to develop a proposal that will meet the requirements outlined on the Independent Study Application Form on page 37 of this catalog. The proposal should be submitted along with the completed form to Mrs. Primm no later than October 21, 1998. **All** work/study and independent study applications must be signed by each of the following:

1. *The faculty member supervising that work/study or independent study program*
2. *The student*
3. *The student's parent(s)*

Academic Travel Programs

To reserve a place on an academic travel program, a deposit in the amount stated on page 25 **must be given personally to Mrs. Primm on or before September 16, 1998**. This check represents the first of three payments for the desired travel program and is fully refundable only if the program is canceled. The student should complete the Application/Agreement Release Form (pages 39-40) and turn it in to Mrs. Primm with the initial deposit. Availability of space on any travel program is determined on a first-come, first-served basis. All travel agreements should be signed by the student and her parent(s).

Registration Deadline for Travel Program:
Wednesday, September 16, 1998

Registration Deadline for Work/Study Programs and Independent Study Proposals:
Wednesday, October 21, 1998

Work/Study Program

Throughout the existence of Winterim, some of the most meaningful experiences have been the result of involvement in the work/study program. In this program, juniors and seniors have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by practical experience, but of equal value is the realization that a career choice is, in fact, unsuitable.

The work/study program is an apprenticeship arrangement with our community and, for the most part, depends upon the willingness and concern of the prospective community sponsor. The determining factor as to the availability of positions and the continuation of the program is the individual student. Every year work/study participants must prove their seriousness and their responsibility to their sponsors and to the community-at-large. Words are not enough. Students must show their initiative, be prompt and regular in attendance, and be conscientious in the performance of their tasks. Genuine enthusiasm and interest will communicate student attitudes most effectively.

While many work experiences offer real hands-on activities for Harpeth Hall interns, other placements are valuable for the general atmosphere of the work site and the opportunity to observe professionals as they perform their duties. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective work/study sponsors is essential. During a required interview prior to January, students and sponsors must become familiar with each other's understanding of the program and expectations about the proposed placement. It is important that students formulate a clear picture of the duties they will be expected to perform and develop a realistic idea about the limitations and responsibilities accompanying their internship in a professional situation. **Careful attention to goals and objectives in advance will enhance the chances for a successful work/study experience in January.**

In the past many career areas have been explored. However, options open to a student for Winterim '99 are not confined to those placements available in the past. The possibility of any placement actually originates in the student herself. **The parents are strongly encouraged to assist the student in choosing an area of interest.** Students then need to check with the appropriate adult supervisor for guidance in placement.

Every effort will be made to help the student assess her interests and capabilities, establish reasonable expectations, and locate worthwhile positions. If a student has difficulty identifying a work/study area, Mrs. Primm will be happy to help her.

In preparation for application for participation in the work/study program and consideration of a specific placement, both the student and her parent(s) must carefully review the following:

1. *Participation in this program requires work and regular daily attendance. Students are expected to be present a minimum of* ***six hours daily****.*

2. *Placements are voluntary and* ***pay must not be accepted*** *for work during January.*

3. *Placements should have educational benefits, and non-educational experiences should be avoided.*

4. *Students* ***are not*** *to seek work/study placements with family members (father, mother, aunt, uncle, grandparent). Only under very* ***unusual*** *circumstances will these work/study programs be approved. Any request for such approval must be directed to Mrs. Primm.*

5. *Placements will not be approved with any community sponsor where the student has been previously employed or has worked as a volunteer.* ***Failure to adhere to this guideline will result in an automatic F.***

Work/Study Program

6. *The amount of responsibility and activity involved in a placement should be assessed and understood in advance by students, parent(s), and community sponsors.*

7. *The hours of attendance requirements of the community sponsor may exceed the minimum set by the school.*

8. *Transportation arrangements demanded by the location of the placement are the responsibility of the student and/or her parent(s) .*

Students are responsible for understanding and accepting the above requirements as they consider their choices in the work/study program.

The process of developing a work/study program is long and complex. It involves the student, the parent(s), the faculty, and the community and it may take months to finalize. In general, the process involves four stages: clarification, preparation, implementation, and evaluation. The following outline is included here in order to familiarize students and parents with this process prior to their commitment to a work/study program.

Stage I: Clarification

1. *A student must begin early to assess her interests, goals, and expectations. After consulting with her parent(s), Mrs. Primm, and the designated faculty supervisor, a decision must be made as to the type and location of placement desired.*

2. *Once the student has arranged her work/study position she must fill out the two work/study application forms on pages 33 and 35 of this catalog. These forms must be signed by the parent(s) and the faculty supervisor responsible for the particular work/study area. One of the forms is to be returned to the Winterim office and the other form is to be given to the faculty supervisor. These forms include information concerning general work/study responsibilities, snow day policies, and absentee procedures.* ***The student and parent signatures denote an acceptance of these conditions.***

Work/Study Program

Stage II: Preparation

1. *After a student's application for the work/study program is accepted, she will prepare a personal resume, including a statement of goals and expectations. At this time the supervisor will help her finalize her placement, prepare the resume, due before November 4, 1998, and prepare for the interview (outlined in number 3 in this section).*

2. *Late in the fall a letter from the school will be mailed to the community sponsor which will include details of the arrangement, appropriate names, addresses, phone numbers, and a copy of the student's resume. Students will receive a copy of this letter.*

3. *Each student must have a personal interview with her community sponsor before December 11, 1998. Forms to be completed by the student following the interview will be available from the faculty work/study supervisor and must be filled in and returned to that supervisor upon completion of the interview. This form will summarize the student's accepted responsibilities and outline as specifically as possible the expected activities.*

4. *If requested by the community or faculty sponsor, students may need to do some reading, observing, or vocabulary work prior to January.*

5. *Workshop sessions will be arranged prior to January if requested by the community sponsor.*

Stage III: Implementation

1. *A student should expect, in most situations, two visits from her faculty supervisor during her three weeks, although this may vary according to the specific assignment.*

2. ***The policy of school closings for snow days does not apply to work/study placements. If the place of employment is open for work, the student is expected to be present.*** *Faculty supervisors must approve any absence excused by a community sponsor. Only if the place of employment is closed because of weather is the day's absence automatically excused.*

3. *All absentees should be reported daily to the community sponsor, the school office, or the supervising teacher.*

Stage IV: Evaluation

1. *The evaluation procedure begins* ***immediately*** *following the close of Winterim. The purpose of the evaluation is to promote good community relations and to insure continuing programs.*

2. *Each student will be required to keep a daily journal and to write an evaluation of her Winterim experience. Journals will be kept in a notebook provided by the school and distributed to the student with a copy of the confirmation letter. The evaluation form with guidelines will be enclosed in this notebook. Both journal and evaluation forms must be turned in to the faculty work/study supervisor on Monday, January 25, 1999.*

Final Dates
Work/Study Programs

Area Commitment: Tuesday, October 6, 1998

Application Form: Wednesday, October 21, 1998

Resume: Wednesday, November 4, 1998

Interview: Friday, December 11, 1998

Journal/Evaluation: Monday, January 25, 1999

General Requirements For All Work/Study Students

Eligibility

Junior and senior students

Attendance

Any student off-campus on work/study programs will be present for the duration of her daily schedule. Two unexcused absences for any portion or all of the student's daily schedule will result in a failing grade. If the student's place of employment is closed due to weather, the day will not be counted as an absence. **If a student's community sponsor is open for work, the student is expected to be present. Inclement weather does not provide an excused absence.**

Absences approved by community sponsors must first be received and approved by the faculty supervisor. Failure to follow this procedure will result in an unexcused absence.

Any student who is absent without both parents' and the school's knowledge and permission will be suspended and placed on probation.

Transportation

A work/study student is expected to provide her own transportation to and from work. If road conditions are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should not undertake a work/study assignment.

Guidelines

It is the student's responsibility to understand, accept, and communicate to the community sponsor information concerning the guidelines of the work/study program. These details include minimum hours, dress, attendance, rules, and salary policies.

In addition, the confirmation letter written by the school to the community sponsor will also state the guidelines of the work/study program including minimum hours, dress, attendance, rules, and salary policies. The student will receive a copy of this letter.

It is the student's responsibility to adhere to all of the guidelines outlined for the work/study program by the school, particularly dates for commitment, resume, and interview. Failure to do so will result in an on-campus placement.

Established Programs: Possible Options For Work /Study

1.) Science and Medicine

– Mrs. Legare Vest

This work/study program is designed for any student with a strong science background and career goals in a science related field. The variety of experiences available include basic medical research, industrial science, environmental science, veterinary medicine, and engineering.

All science apprenticeships must be cleared through the faculty supervisor. A student is encouraged to explore possible opportunities for a placement and then ask the faculty supervisors to make the initial contact with a community sponsor. The faculty supervisors will make every effort to work out an agreement with this sponsor.

2.) Special Education and Psychological Services

– Ms. Dana Long-Innes

This work/study program is designed for a student interested in various aspects of psychology and special education. Possible programs include working with mentally retarded, physically handicapped, emotionally disturbed, or learning disabled children. Other possible situations include active participation in day care centers, education programs for special community groups, and psychological or victim assistance services. Arrangements will be made with local schools, agencies, and institutions to provide students with practical experience in their chosen area. All placements of this type must be cleared through the supervisor.

3.) Theory and Practice of Teaching: Student Teaching

– Ms. Karen Roark

This work/study program is designed for the student who desires to explore the teaching profession as a possible career. After October 6, 1998, the student will meet with Ms. Roark on a regular basis in order to help her identify her role and responsibilities in the school where she will be working. During January the student will work in a local school under the direct supervision of the cooperating school and the indirect supervision of Ms. Roark.

When filling out her registration form, the student is asked to state her preference, if any, of school, grade, and subject area. Every effort will be made to locate the student in the school and area she desires. However, the student needs to be aware that such specific arrangements are not always possible. All student teaching assignments will be made by Ms. Roark.

Established Programs: Possible Options For Work /Study

4. Law and Government

– Mrs. Ophelia Paine

This work/study program offers a student interested in a career in this area of the working world an opportunity to observe first-hand and to gain valuable experience as an assistant in a variety of placements. The supervisor will help a student focus on her interests and identify a suitable position. These placements include assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing in various law enforcement agencies. A student should check with the supervisor before she makes an initial contact with a community sponsor.

5.) Business, Financial Service, Merchandising

– TBA

This work/study program is designed for a student interested in gaining work experience in the world of business. Possible placements include positions in banks, retail stores, data processing centers, and insurance offices. A student is encouraged to develop her own contacts, but if that is difficult, the supervisor will try to arrange a position which is compatible with the student's interests.

6. Media, Advertising and Public Relations

– Mrs. La-Voe Mulgrew

This work/study program is designed for a student who is interested in a career in media and/or communication. In order to avoid duplications, any student who desires a placement in this program should contact the faculty supervisor before she makes any contact with a possible community sponsor.

7. Internships in Washington, D.C.

– Mrs. Mary Lou Primm

These work/study programs in our nation's capital are varied. Some are on Capitol Hill, others in the Smithsonian or in museums. These programs are designed for mature, responsible students; therefore, any student who wants to apply for placement in this program should make an appointment with Mrs. Primm in September. Students must make a commitment to this program on or before October 6, 1998.

In addition to being an exciting work/study opportunity, the Washington internship program is designed so that students will take advantage of the many cultural and historical offerings in the Washington area.

Independent Study Programs And Other Programs

Independent Study Program

Participation in independent study projects will be limited to juniors and seniors who have submitted a proposal and secured the approval of a sponsoring teacher and/or departmental chairman.

The student wishing to pursue an independent study should complete the Independent Study Application Form located on page 37 of this catalog and prepare a proposal meeting the requirements outlined on the form. Interested students are encouraged to work with Mrs. Primm or a faculty member in preparing their proposal. The deadline for applications for independent study is October 21, 1998. Independent study projects may be pursued both on- and off-campus. Sponsoring teachers require frequent reports or discussions with the participating student, and a final written presentation or performance is required.

Other Programs

There are other opportunities available through Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School. Information is available in the Winterim office. Interested students should make an appointment with Mrs. Primm in September.

Academic Travel Program

The philosophy that there is no substitute for direct experience supports the academic travel option offered during Winterim. Whether students are observing different cultures or refining skills which were first introduced in the classroom, the experience is invaluable. The benefits of leaving their comfortable niches, using their abilities in new ways, and traveling or working with a group cannot be measured. The travel programs offered this year offer a variety of learning opportunities.

All participants of an academic travel program are required to attend and actively contribute to pre-departure orientation sessions. These meetings are a vital part of the total learning experience and are arranged so as to better prepare the student for the sites and experiences of her trip. **Failure to attend any three of these meetings without written permission from the program sponsors and approval from Mrs. Primm will result in a disciplinary violation. Failure to attend a fourth session will result in a detention.** If a student earns two detentions due to unexcused absences from pre-travel orientation sessions she may, at the discretion of the school, be asked to withdraw from the program. Any refund of payment will be made on the basis of the date of the second detention and the cancellation and refund policy of the travel agency who holds the contract for that particular program.

A daily journal and written report/evaluation of her travel experience is due on Monday, January 25, 1999. Journals will be kept in a notebook provided by the school and distributed to the student with a guideline for the written report. The journal and the written report should be given to the trip chaperone(s). The written evaluation or a journal entry may become a part of the student's portfolio.

Academic Travel Program

Even with careful pre-planning and continual rechecking, the exact cost of an academic travel program is difficult to establish six months ahead of time. Because of the fluctuations of the dollar on the foreign exchange and the very real possibility of changes in airfares, fuel costs, and foreign taxes, all costs for travel are approximate. As a result, there could be some fluctuation in the costs quoted at this time. Parents will be notified of any change in cost before the November date for final payment.

Harpeth Hall travel offerings are learning programs and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, is an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality and quantity of the program.

In planning a travel program, it is vital that we have a firm commitment from those who wish to participate. Each program, therefore, requires a non-refundable deposit with registration on or before Wednesday, September 16, 1998. In order to take advantage of the lower air fares, a second payment will be due by Wednesday, October 14, 1998. These deposits are not refundable unless the program is cancelled by Harpeth Hall. Refunds will be made on the basis of the date of program cancellation and the refund policy of the travel agency who holds the contract for that particular program. Trip cancellation insurance can be purchased in order to protect against losses due to cancellation.

Full payment for travel programs will be due Wednesday, November 11, 1998. After that date, no individual refunds can be made except in the cases of severe illness or emergency, with the final decision on refund resting with the school. In no case is the payment refundable if withdrawal occurs within the week prior to departure.

Parents may also want to know that our regular student accident insurance is extended to 24-hour coverage for all participants throughout the period of the travel program.

Payment Schedule for Travel Programs

Payment Schedule for International Travel Programs

1) Due on or before September 16, 1998: a non-refundable deposit of $1,200.00.

2) Due on or before October 14, 1998: a second payment of $1,000.00.

3) Due on or before November 11, 1998: final, full payment of balance.

Make checks payable to Harpeth Hall School. All checks should be given to Mrs. Primm, <u>not</u> the Business Office.

Notice Regarding International Travel

The Winterim Academic Travel Program is designed to be an educational and enjoyable experience for all involved. Therefore, if it is determined that travel to the selected countries during January will be unsafe, trip sponsors will decide upon an alternate, but comparable, itinerary. Students and parents involved will be notified immediately of any change(s) in plans.

The Ancient World: Greece And Egypt

Dr. Derah Myers & Mrs. Joyce Ward

21 Days in Greece and Egypt
Hotel accommodations in tourist class hotels
Continental breakfast and dinner daily
Overland transportation in deluxe motor coach with tour escort
One-day cruise to a Greek Island
Guided tours in all cities
Five-day, four-night deluxe Nile cruise with shore excursions
All entrance fees and admissions for museums, historical sites, and cultural events
All airfare included

Your visit to Greece and Egypt will give you the opportunity to see many of the most important aspects of ancient civilization. Athens will be your base in Greece and from this fascinating city you will visit a number of neighboring towns and islands. In Egypt, a land that was already 6,000 years old when Christ was born, you will observe permanence and the endless cycle of nature, elements that characterize Egyptian art and civilization, as exemplified by the Nile.

Athens

Tours in this fascinating city will include the National Museum, Constitution Square (Syntagma), the House of Parliament, the Memorial to the Unknown Soldier, and the fine neoclassical buildings on Venizelou Avenue. On your way to the Acropolis, you will see the Panathenaic Stadium (where the first Olympic games of the modern era were held in 1896), the Temple of the Olympian Zeus and Hadrian's Arch. On the Acropolis, view the monument that represents "harmony between matter and spirit," which "puts order in the mind," the Parthenon. An afternoon drive along the coast road, past the wonderful beaches of Clyfada, Vouliagmeni, and Varkiza will bring you to the southernmost point of Attica, Cape Sounion, where the white marble pillars of the Temple of Poseidon stand. There view a sunset that has not changed for millenia.

Corinth, Mycenae, Nauplia, Olympia, Delphi

Some of the places you will visit during your four-day classical tour include the ruins of old Corinth, the tomb of Agamemnon, the famous acoustical theatre at Epidaurus, Arcadia (the home of Pan and the Nymphs), and Olympia, the cradle of the Olympic Games. The classical tour will end in Delphi (home of the Oracle), whose prestige extended far beyond the boundaries of the Hellenistic world.

Island Cruise

Relax on a full day cruise to Aegina, a picturesque Greek island in the Saronic Gulf, with time for exploring, shopping, and sitting in seaside cafes.

Crete

At Knossos, wander through the halls of the palace of King Minos, mighty Ruler of the ancient Minoan empire; shop in the bustling marketplace of modern Heraklion; take the winding bus tour across the island to see old women harvesting olives and to have a look at one of the most remote and unchanged regions of Greece.

Cairo/Giza

Here you will visit the world-famous Egyptian Museum of Antiquities to see Pharaonic exhibits covering a period of 5,000 years, the Pyramids of Cheops, Chepheon, Mykerinos, and the famous Sphinx, the Pharoah-headed lion carved from a single piece of rock and take time to explore the famous Khan al-Khalili Bazaar.

Memphis, Saqqarah

See the ruins of Memphis, the ancient capital of Egypt, and then continue to Saqqarah, the necropolis with the world-renowned Step Pyramid and many other mastabas and tombs that reflect the Egyptians' concern with the afterlife.

The Ancient World: Greece And Egypt

Luxor: Thebes, Karnak

On the west bank visit the enormous temple complex at Karnak which took 1600 years to complete and is dedicated to the god Amun. Then walk on the avenue of the sphinxes that connected the temples of Karnak and Luxor. Wander through the Valley of the Kings on the east bank and descend into history--sown into tombs. Visit the Temple of Queen Hatshepsut, cut from living rock. At sunset, step into Agatha Christie's world by boarding ship for a four-night cruise down the Nile.

Aswan

Explore the enormous temples of Ramses II. Think of Queen Nefertiti before taking a leisurely ride to Elephantine Island in a "felucca," the Egyptian boat with billowing sails. Visit the exquisite new museum at Aswan and the Temple of Philae dedicated to the goddess Isis. See the unique twin Greco-Roman temples, and daydream of Cleopatra.

Edfu, Esna, Kom Ombo

Take a horse-drawn carriage to the great Temple of Horns, the best-preserved of Egyptian temples; then explore the Temple of Khnum, dedicated to the ram-headed god of Creation. See the mummified crocodiles at the Temple of Hathor.

Accommodations:

Double room with private bath.

Meals:

Two meals per day (breakfast and dinner).

Cost:

$3,490.00

Cost does not include passport fees, visa fees, lunches, beverages at evening meals, or personal expenses.

Payment:

1) A non-refundable deposit of $1,200 to secure a reservation is due on or before September 16, 1998.

2) A second payment of $1,000 is due on or before October 14, 1998.

3) The final full payment is due on or before November 11, 1998.

Dates:

Depart Nashville Saturday, January 2, 1999, and return to Nashville Saturday, January 23, 1999.

Camelot: A Study of Celtic Legend and Lore

Mrs. Nancy Grimes
Mrs. Nancy Rumsey

In the fifth century A.D., there was a boy king who successfully united the warring factions of his country to become a great kingdom for the first time under one crown. The boy was Arthur. From these bare facts, the greatest legend of the western world emerged, but its importance to European culture lies not in what Arthur was but in what he became. So significant is this story that it has reappeared in a new form with persistent regularity for over 1000 years. How much is legend? How much is truth?

In this course, you will piece together the Arthurian legend from the works of Geoffrey de Monmouth, Sir Thomas Malory, Alfred Lord Tennyson, T.H. White, Mary Stewart, and Marion Zimmer Bradley. You will study the ancient Celtic culture that enshrouds all of Great Britain with magic and mystery. The course will conclude with your traveling to Great Britain for ten days to visit such places as Stonehenge, Glastonbury, Tintagel, Edinburgh and London. Somewhere on the Salisbury Plain, in an abandoned churchyard of an ancient abbey, or in paintings and artifacts of a great museum, you may discover for yourself the Truth about Arthur.

Every once in a great while, myth triumphs conclusively over reality. Such is the case with King Arthur.

Accommodations:
Double room with private bath.

Meals:
Two meals per day (breakfast and dinner).

Cost:
$2,550.00
Cost includes roundtrip airfare, motorcoach throughout, and all entrance fees. Cost does not include passport fees, lunches, beverages at evening meals, or personal expenses.

Payment:
1) A non-refundable deposit of $1,200 to secure a reservation is due on or before September 16, 1998.

2) A second payment of $1,000 is due on or before October 14, 1998.

3) The final full payment is due on or before November 11, 1998.

Camelot: A Study of Celtic Legend and Lore

Dates:

Depart Nashville on Tuesday, January 12, 1999, and return to Nashville on Saturday, January 23, 1999.

January 12	Leave Nashville
January 13	Arrive London and transfer to Glastonbury area, mythical "capital" of many famous Arthurian sites and touchstones. Enjoy daily afternoon tea and shopping.
January 13-15	Visit sites such as the Abbey, Chaliee Well, Wearyall Hall, and Tintagel Castle.
January 16	Travel to York, about which it has been said, "The history of England is the history of York."
January 17	Walking tours in York, to inelude visits to York Minster Cathedral, the Jorvik Museum, and Madame Tussaud's Dungeon
January 18	Travel to Edinburgh
January 19	Visit sites such as Pendragon and Sterling Castles, as well as the Palace of Holyrood and Edinburgh Castle.
January 20-22	London: Excursions outside London to Bath, Asbury, and Stonehenge. Two plays will be included in London, as well as free time to shop and visit Tate Gallery, National Gallery, and the British Museum.
January 23	London to Nashville

Canoeing, Snorkeling, and Hiking in Everglades National Park and the Okefenokee Swamp

Mr. David Crais

Snorkeling and paddling (and maybe a little time on the beach) in the warmer climates are on the agenda for this Outdoor Education program based in Florida and south Georgia. This trip will follow the format of our regular weekend trips, but the extended time period will greatly enhance our experience. In addition to learning outdoor skills such as negotiating tight waterways in a canoe, and cooking good wholesome meals, we will focus on the biological aspects of the areas and learn leadership and teaching skills along the way.

The first four days will be spent at Harpeth Hall learning about the natural highlights of our destination in addition to leadership, decision-making skills, and group dynamics. Each student will be required to become an "expert" in a certain field related to this trip and will be called upon to lend her expertise whenever the "teachable moment" arrives.

After driving to south Georgia, we will spend three days canoeing and camping in the Okefenokee Swamp. In addition to studying the "trembling earth" of the Swamp, we will see otters, sandhill cranes, ducks, and other migratory birds. Snakes and alligators will also be present, but encounters will be rare.

We then will drive to Everglades National Park for four days of backcountry canoeing, hiking, and camping in some of the more remote areas of the park. We will learn through first-hand experience how delicate an ecosystem the Everglades is and why the Park is so important to the livelihood of south Florida. While in the Everglades, we will hope to see herons, egrets, cranes, turtles, and maybe even the Florida panther.

After the Everglades, and maybe a day on the beach, our snorkeling experience in northern Florida's incredibly clear springs will be unforgettable. In addition to the myriad of underwater plants unique to this area, we will see huge bass, alligator gar, and various other freshwater fish.

This outdoor education trip promises to provide many memories and relationships that can only be experienced on an extended trip with your peers. Come with an open mind and be prepared to soak up all the information you can because we are going to have a full agenda!

Eligibility:
11th and 12 grade students with good academic and citizenship standing.

Cost:
$725.00 (based on ten students). This includes all overnight fees, snorkeling, canoe rental, food while in camp, and travel expenses. This figure does not include food while on the road, personal camping equipment, and some snorkeling equipment.

Payment:
Due in full on or before October 16, 1998.

Dates:
January 4 - 22, 1999.

Freshman/Sophomore Registration Form 1999 – Due September 15, 1998
Winterim On-Campus Program

Name (Last Name First) _____

Date _____ Class: (Circle one) Freshman Sophomore

Concentration (Number all five in order of preference. If you are choosing Service Learning, it must be your first preference.)

_____ Arts

1st choice _____

2nd choice _____

3rd choice _____

_____ Humanities

1st choice _____

2nd choice _____

3rd choice _____

_____ Math/Science

1st choice _____

2nd choice _____

3rd choice _____

_____ Health/Daily Living

1st choice _____

2nd choice _____

3rd choice _____

_____ Service Learning (requires two blocks)

Parent Signature(s) _____ Date _____

Advisor's Signature _____ Date _____

Winterim Off-Campus Work/Study Program (Return to Mrs. Primm) Application Form 1999

Name (Last Name First) _____

Class (circle one) Junior Senior _____

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor (name of organization) _____

Community Supervisor (name and title of person supervising–circle one) Ms. / Mr. / Dr. / Mrs. _____

Business Address _____

City _____ State _____ Zip _____

Business Phone Number _____

Statement of Responsibilities

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim work/study apprenticeship. I am willing to abide by the rules for attendance and I understand that I am responsible for my own transportation to and from work. I will notify my employer and my faculty supervisor if I will be absent from work.

Student's Signature _____

I/we, the parent(s) of _____
understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 1999. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent Signature(s) _____

Date _____

Faculty Supervisor's Signature _____

Date _____

Winterim Off-Campus Work/Study Program (Return to Faculty Supervisor) Application Form 1999

Name (Last Name First) _____

Class (circle one) Junior Senior

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor (name of organization) _____

Community Supervisor (name and title of person supervising–circle one) Ms. / Mr. / Dr. / Mrs. _____

Business Address _____

City _____ State _____ Zip _____

Business Phone Number _____

Statement of Responsibilities

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim work/study apprenticeship. I am willing to abide by the rules for attendance and I understand that I am responsible for my own transportation to and from work. I will notify my employer and my faculty supervisor if I will be absent from work.

Student's Signature _____

I/we, the parent(s) of _____
understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 1999. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent Signature(s) _____

Date _____

Faculty Supervisor's Signature _____

Date _____

Winterim Independent Study Program (Return to Mrs. Primm) Application Form 1999

Name _____

Class (circle one) Junior Senior

Study Area _____

Supervisor _____

INDEPENDENT STUDY PROPOSAL GUIDELINE:

1. ***Introduction*** – *Describe the subject of your proposed independent study, the overall purpose of your study, and the rationale for using your Winterim time for this study.*

2. ***Goals and Activities*** – *Outline specifically the goals you expect to achieve during the Winterim period and in what activities you will be involved to reach these goals.*

3. ***Evaluation*** – *Explain who will evaluate your progress and how you will be evaluated. (Will you write a paper, perform, or create or produce a work of art?)*

The proposal should be written legibly or typed in good grammatical form and attached to this completed form when submitted to Mrs. Primm.

STATEMENT OF RESPONSIBILITIES

I understand that I must be involved in the activities described in my proposal every day of the Winterim period for at least 6 hours a day or 30 hours a week excluding lunch and that I will stay in regular contact with my Winterim supervisor. Furthermore, I understand that my Winterim grade will depend upon my ability to follow the guidelines of my proposal and my supervisor's evaluation of the quality of my work.

Student's Signature _____

Parent Signature(s) _____

Date _____

Faculty Supervisor's Signature _____

Date _____

Winterim Travel Program
Application, Agreement, and Release Form 1999

I/We, the undersigned parent(s) or guardian(s) of _____
a student at Harpeth Hall School, hereinafter referred to as "Student," for and in consideration of said school undertaking the sponsorship and supervision of a trip to _____ as a part of the school's Winterim program, in which Student is a participant, agree as follows:

I/We release the school and/or its employees from any claim for injury, damage, or loss caused by the act or omission of any third party such as an air carrier, travel agency, hotel, or any other firm or individual not under the control or direct supervision of the school.

I hereby grant the school and its employees and agents full authority to take whatever actions they may reasonably consider to be warranted under the circumstances regarding Student's health and safety, and I fully release each of them from any liability for such decisions or actions as may reasonably be taken in connection therewith. I authorize the school and its agents, at their discretion, to place Student, at my expense and without my further consent, in a hospital within or outside the United States for medical services and treatment, or if no hospital is readily available to place Student in the hands of a local medical doctor for treatment. If deemed necessary or desirable by the school or its agents, I authorize them to transport Student back to Nashville, Tennessee, by commercial airline or otherwise at my expense for medical treatment.

Student understands that this is a supervised program and that group standards must be observed. She will at all times remain under the supervision of the school and its agents and will comply with the school's rules, standards, and instructions for student behavior. I hereby waive and release all claims against the school and its agents, both on behalf of myself and Student, arising out of her failure to remain under such supervision or to comply with such rules, standards, and instructions. I agree that the school shall have the right to enforce appropriate standards of conduct, and that it may at any time terminate Student's participation in the school's program for failure to maintain these standards or for any actions or conduct which the school reasonably considers to be incompatible with the interest, harmony, comfort, and welfare of other students. If Student's participation is terminated, I consent to her being sent home at my expense with no refund of fees.

On group tours or other activities arranged by the school, Student will accept the will of the majority whenever a matter of choice is presented to the group. Student will also accept in good faith the instructions and suggestions of the school or its agents in all matters relating to the program or the personal conduct of program participants.

I understand that the school reserves the right to cancel programs due to an insufficient number of participants or otherwise to make alterations in programs and itineraries as may be required. In addition, I understand that the school's program charges are based on currently applicable tariffs, government regulations and currency exchange rates and are subject to minor changes depending on the tariffs, regulations, and rates in effect at time of departure.

All references in this agreement to "the School" and "its agents" shall include the school and all of its officers, directors, staff members, campus directors, chaperones, group leaders, and employees. All references herein to the "parents" of the applicant shall include the legal guardians or other adults responsible for the applicant, where applicable.

(continued)

Student has no health problems about which the school should be informed except as follows:

Physician's name and phone number(s)

The Student joins in the Agreement and Release to the extent of her legal authority to do so.

This _____ day of _____ , 19 _____ .

Student's Signature

Parent or Guardian Signature(s)

During the activity, I may be reached at:

Address

Phone Numbers Day: Evening:

If I cannot be reached in the event of an emergency, the following person is authorized to act in my behalf:

Name

Address

Phone Numbers Day: Evening:

Relation to participant

Additional remarks:

3601 Hobbs Road
P.O. Box 150207
Nashville, Tennessee 37215-0207